

CHILDHOOD EDUCATION

JUNE, 1933

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"The Donkey of God" by Louis Untermeyer

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Courtesy of Harcourt, Brace & Company

The Winged Horse of Senne

CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. IX

JUNE, 1933

No. 9

Can Childhood Education Be Socially Realistic?

FREDERICK L. REDEFER

Executive Secretary, Progressive Education Association, Washington, D. C.

IT IS a great temptation to be dogmatic in answering the question, "Can childhood education be socially realistic?" Almost anyone who desires to present a case one way or the other can find abundant material to substantiate in part his point of view. The difficulty with this question is the fact that an answer involves the emotions, that wishes and desires color thinking, and that an answer has in it the seeds of doubt already sprouting. Can we discuss it without being socially realistic ourselves? What is social realism?

Social realism might be defined as the understanding of how society in all its complex activities operates, or seeing the world as it really is. The question naturally arises, "Through whose eyes are we to view the world, and whose opinion among the many divergent opinions of experts are we to accept?"

An additional complexity enters, for when we discuss social realism and education we usually mean more than just a knowledge of the social world. Education which results in the mere accumulation of facts about the social order and has no effect upon our behavior as citizens as "education" rather narrowly conceived. But as soon as social realism vitalizes our action,

then also our ideals or social goals complicate the picture.

A simple illustration may suffice. President Hoover had access to a realistic understanding of the causes of the depression, and yet I should hesitate to claim by any pragmatic test that his actions to relieve the depression gave any indication of social realism. His goal or end for society may have been the same as mine, but with his ideal of individualism, in an interdependent society his actions were decidedly hampered.

This would indicate that social realism and ideals cannot be separated. In an interdependent world, an ideal of individualism is a denial of a realistic understanding. Ideals must be built on social realism. Democracy cannot be a vague ideal for which no understanding of its limitations is necessary. Ideals and realism must go hand in hand.

The question becomes complex and difficult if we discuss what are the aims and objectives of society. Who is to determine what are to be the objectives? Who is to decide what are the goals of social life?

In order to confine a discussion of education and social realism within reasonable limits, let us not involve the argument with the determination of aims and objectives.

We have a goodly supply of high-sounding phrases—we need a basic realism.

One stock argument against the possibility of social realism in childhood education is based on the very nature of our educational system—the divorce of education from the real activities of society. It is maintained that as long as school and community activities are separated, it will be impossible for education in the school to be socially realistic about activities that occur in the community. Excursions into the community may produce more realism than reading about community activities but, nevertheless, no excursion can ever equal the realism that comes from actual participation, actual doing. Furthermore, these doubting Thomases maintain that not only are young children too immature to be social realists but that their activities are dominated by play interests, that "playing at" does not really produce an understanding of business practices—profits, loss, the relation of the grocer to the community, the middleman, the farmer, and the housekeeper. They state, rather dogmatically, that it is impossible, through play and play activities, or through studies segregated from actuality, to gain social realism in education.

This is a difficult argument to meet. The point can be taken, however, that our understanding of social phenomena is not obtained only from actual experience, that vicarious experience must in the long run be depended upon, and that through common or similar experiences we are able to build up some understanding of an experience in which we have never actually participated. This belief is almost a faith in the minds of educators. They point out that it is not necessary for us all to starve or be in bread lines to be socially realistic about the necessity for eliminating unemployment, or to kill and slaughter in order to understand the horrors of war. While I have some sympathy with this faith, it has weaknesses which must be recognized.

For those who seek material to prove that childhood education can be socially realistic an abundance of substantiating

material may be gathered. It may be maintained that even under the artificial experiences of a store project in a classroom, meanings are being developed for price, buying and selling—a very immature but growing grasp of the concepts of business, the relation between the housekeeper, the grocer, the distributor, the wholesale merchant, the various factories, and the farmers. Those who seek evidence for such a case would call to our attention that these words, phrases, and concepts, descriptive of the modern world, are not facts, laws, rules of thumb that can be memorized, but are bundles of ever-growing, ever-widening, never completed meanings. Each experience in the life of the child related to them builds more meaning, and childhood, as one stage in the development of an individual, can contribute as much to social realism on this level as any other period in the life of the individual.

Against an argument that overstates the importance of these concepts, the doubting Thomases would call our attention to the fact that those who maintain that childhood education can be socially realistic are often very naïve in their enthusiasm. A social science teacher will delight in the statement of a child that "Mother depends upon the grocer for food" as evidence that the child understands the concept of "interdependence." They would state further that the world is changing—what is socially realistic today is not socially realistic tomorrow. Childhood education cannot produce citizens who will be certain to face problems honestly and sincerely. While that point is well taken, the opposing side would pin their case on the belief that a socially realistic education today is about the best guarantee we can have for social realism tomorrow. They could justly maintain that childhood education which is not socially realistic today takes a gambler's chance that realism will appear in the future.

Both arguments need interpretation. The doubting Thomases are often misled because their eyes are concentrated on adult society. They believe, and justly so,

that young children cannot comprehend the complexities of socialism, communism, competitive profit, lobbies, graft, "big business," and other manifestations of the business entrepreneur, but they fail to see that an understanding of these words is built upon a pyramid of meanings from a variety of experiences, little experience and big experience, and that as we accumulate meanings for a phrase or term or an activity of society, so do we grow and become more socially realistic.

The case for social realism in education is complicated further, in this year Four of Our Bogie Depression, by the belief that education must always be artificial and superficial. It is maintained that fundamental economic and social issues cannot be discussed frankly in the halls of our colleges, let alone in the elementary grades of the schools, that the school must be content with erudition, that the law of supply and demand, over-production and under-consumption, scarcity and plenty—these laws may be learned, but Heaven forbid that the school should analyze American society in the light of the knowledge they acquire. Heaven forbid a comparison of the Russian attempt to control industry with the results of unbridled, uncontrolled business in the United States. Educate the child, but keep that education within the four walls of the school and confined to the text books. Is it any wonder that those who are scornful of the efforts of teachers claim that public education cannot be socially realistic?

This argument is not unmet. Increasing evidence is accumulating to prove the contrary. Pupils in public schools are studying American society, are comparing a planned economy with an unplanned one, are studying the Russian experiment without raising the red flag above the little red school house of America. American communities are more tolerant, more questioning, more willing to learn today than yesterday. Read our popular magazines. They mention all the forbidden topics of a few years ago—Technocracy is heralded, and Norman Thomas is given the front page of

the *Literary Digest*. If present trends continue, there will be more evidence in the future to meet the argument of futility.

What do we mean by a socially realistic education? Can it be achieved by courses on economics, sociology, American political parties, social psychology, government, or American history? Is it achieved by the mere introduction of newer material in the curriculum, new courses for students and teachers, a change in subject matter, or a change in the organization of subject matter? Are unrelated facts about the modern world sufficient to insure social realism?

Education for socially realistic living must not be misled by a study of the facts of current social activities or problems. That additional facts alone are not enough is attested by the United States Senate and a widely read patriotic news journal that insist upon a "Buy American" campaign, a tariff high enough to prohibit the sale of foreign goods to American people, and at the same time a stubborn Shylock-like insistence that foreign debts be paid in gold, dollar for dollar. The economic fact that America cannot continue to sell abroad unless foreign countries are permitted to sell to us seems to be utterly ignored in many current discussions. Industrial leaders eliminate men by mechanical inventions, add to the ranks of the unemployed, and then complain that the market for their goods is disappearing. Tax reduction is demanded by leaders who, at the same time, add increasing burdens on the school and government. We doctor a poisoned man with poison, and wonder why the pills are not effective. Facts alone do not produce social realism, nor do courses or school credits guarantee an honest, sincere facing of social problems. No better evidence need be mentioned than the plight of the white-collar class, the teachers, the intellectuals, and the college graduates who have recourse to facts which should help them form a fundamental course of action, yet this educated class stands bewildered and confused and rests its future in one or another of the two major parties whose conventions were farcical and whose party

platforms were a denial of the existence of a national emergency. It needs to be emphasized again that accumulations of unrelated facts, courses, credits, additions of academic knowledge in the time-honored fashion into the school curriculum will not produce a socially realistic education.

A socially realistic education involves more than the intellect, however. Prejudices of any kind, chauvinistic attitudes, make social realism impossible. Attitudes toward others, toward the teacher, parent, law or institution play an important part, color our understandings, and slant our initial impulses to action. Even generalizations are affected by our feelings as evidenced in our reluctance to let go of the myth of Nordic supremacy in all things. Education for social realism must be aware of attitudes formed and attitudes in the process of formation and must encourage those attitudes that make for an ever-growing child.

Those who believe that childhood education can be socially realistic struggle for the introduction of new curricular material into the school program. Ever since the publication of the Baltimore County course of study the classroom activities in the elementary grades have been centered about such projects as the store, transportation, the home, the post office, the farm, the dairy and milk man, the fire department, the police department. These units of work have replaced the circus, the zoo, the Eskimos, the caveman, Robinson Crusoe, the national holidays, the Pilgrims, Paul Revere, and other historical characters, remote from the life of the child. Even the time-honored Indian unit (God bless that sacred unit of the second grade), which entered via *Hiawatha*, has been altered to a study of Indian life of the year 1880.

These changes in the curriculum give the appearance of a greater degree of social realism, but we must not be content with this present stage of curriculum construction. In many of these units the emphasis is upon a reorganization of the old subject matter in which no important relationships

or concepts are either stressed or noticed by teacher or pupil.

To be socially realistic in this age involves the constant accumulation of meanings and concepts descriptive of the activities of our civilization, a never-ending building and expanding of meanings. In each activity in the classroom, in each project, in each experience of life there must be a selecting, refining, and reintegration of our understandings. We must not, even with this change of emphasis, believe that our meanings or concepts can be cross-catalogued and neatly arranged for encyclopedic reference. If, for example, the relation between man's activities and climate becomes more meaningful as the result of an Eskimo study, that knowledge should not be left perched upon the North Pole, awaiting the return of the explorer. These generalizations must be interwoven and built into an understanding of the child's life and in this process there must be developed a sensitivity to the implications of these meanings for still other activities.

Social realism is only possible when the individual is living realistically in school, at home, in all of life's activities. It is a matter of degree, probably a way of life that, in every respect, few possess and few can attain. It involves realistic living in daily experiences in the class group, on the playground, in the home, in the care of plants in the room, in planning the excursion or in the store project. Each experience of life must come to be a conscious learning experience for all of us.

Thus far our discussion has not been strictly confined to childhood education. The ability to live more realistically does not appear mysteriously at any particular age, grade, or year. There are evidences of its beginnings in the nursery school, in the kindergarten and in the first and second grades. It must be nurtured and fostered. Furthermore, social realism will be increased as we are aware of the contributions of any experience to an understanding of present society or to the development of better attitudes. There are many opportunities to give a realistic understanding of a

social phenomenon which are blindly missed. Too often the school resorts to sentiment, as evidenced in our celebration of International Good Will Day and other special occasions. Sentiment is not conducive to an education for social realism and indicates that a thorough understanding of the problem is not had by the pupil or the teacher.

With all other factors favorable and many doubts dismissed, whether childhood education can be socially realistic will depend on how socially realistic we as teachers are. No paper curriculum or superimposed revision of courses or reorientation of education about the child will really produce social realism. The crux of the whole situation lies in the degree to which we, as teachers, are socially realistic ourselves. We cannot be sentimental, we cannot have ideals that we do not practice. We cannot condemn a society rocked by competitive practices and at the same time indulge in an adolescent competition with our fellow workers. We cannot become social realists by the addition of courses and credits to our experience. We can, however, strive for realistic living by constantly studying the trends of society, by becoming more aware

of the beauties of creative living, by becoming sensitive to the development of our own personalities and the rights of other personalities, and by participating in the activities of the community in which we live. Only when we accept the fact that continual study, continual well-rounded living, continual growing is necessary, can we, as teachers, help to make the education of childhood, adolescence, and adulthood socially realistic.

Is this too large an order? I think not. I see no other choice before the teachers of America. Under the present economic system of government we are beginning to realize that education cannot achieve its full purpose, that periods of depression result in destroying the educational advances achieved through arduous labor during many years. Teachers, if they are to be teachers of social realism, must prepare themselves to go into the market place of life and fight and struggle for a society which recognizes its complex interdependence and is socially minded in its obligations to the mass. Unless we do so, we can neither make education socially realistic nor will we be able to organize a better education for the generation coming tomorrow.

Homeward Bound

There's a pine-built lodge in a rolling mountain glen
In the shag-breadth motherland that bore me;
And the West Wind calls, and I'm turning home again
To the hills where my heart has gone before me,—

Where a lake laughs blue while the dipping paddles gleam,
Where the wild geese are following their leader,
Where the trout leaps up from the silver of the stream
And the buck strikes his horns against the cedar.

ARTHUR GUITERMAN in *The Laughing Muse* (New York: Harpers.)

Activity Leading to Further Activity

FRANCES ROSS

Principal, Shafor Boulevard School, Oakwood, Dayton, Ohio

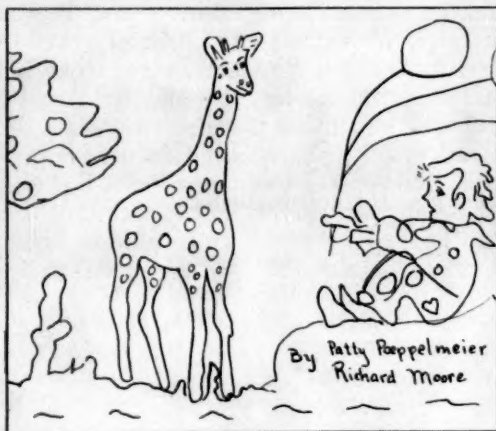
WHILE planning to write this article, I thought of different titles that might be appropriate, but the one that came most persistently into my mind was Dr. William Kilpatrick's much repeated phrase, "activity leading to further activity." The activity which I intend to describe started in the first grade, and grew until it included the entire school.

In the fall of 1931 Miss Mayhugh, one of our first grade teachers, and I talked over a unit of work, *The Zoo*, that she had developed with her children the previous year. Both of us were conscious that the project had been carried out in our school much as it had been carried out in other schools. The teacher had questioned the boys and girls about their interest in animals. The children had responded eagerly, books had been procured for research, reading lessons had grown out of the study of animals, an animal class book had been made, a frieze entitled *Our Zoo* decorated the back wall of the classroom, and each child had cut out of wood and painted a toy animal to take home. As a climax, the children's mothers had taken them to the zoo to see the

wild animals that had been brought to our city. Altogether the experience had been fairly satisfactory, but not at all unique.

What should she do with her new class? Should she wait and follow their lead, or should she initiate one? As we talked over subjects that we thought might be interesting to first grade children, Miss Mayhugh said that she would like to work out another unit on animals, that instead of planning a miniature zoo, she would like to help the children plan a circus for an assembly program. In the place of making small animals from wood, they would make large animals which the boys and girls could get inside of and make perform. Both of us were anxious to see our younger children make large things which they could use more easily in their play. So we agreed to suggest to the boys and girls the possibility of giving a circus on the auditorium stage.

Soon Miss Mayhugh's first grade was in the midst of developing its plans. The librarian was called upon for her assistance, and the room became a busy workshop. Many attractive posters, or rather combinations of a poster, and a reading lesson ap-



SHAFOR BOULEVARD CIRCUS

Our circus is Wednesday, June first,
At seven o'clock at night.
There's going to be a parade,
And 'twill be an amusing sight.

If you would like to join it,
A dime you'll have to bring,
And you may dress up
Like almost anything.

FRANCES EDMONDS

Child's Name
What do you plan to be?
Parent's Name

peared. One of these reading lessons, which is reproduced below, may be seen in the picture hanging at the back of the room.

THE LION

The lion is the king of the animals.

He belongs to the cat family.

His home is in the jungles of Africa.

Baby lions are called cubs.

Lions get their food by killing other animals.

They have sharp claws and very sharp teeth.

Teacher Association decided that they would like to close their year by giving some kind of an entertainment in Katherine Wright Park, which is located back of the school, and has been planted with shrubs to form an out-of-door theatre. The chairman of the committee asked me what the children and the faculty could do to help them. I asked her to give us a week to think over plans. In the meantime a faculty



Making the circus animals.

When our first animal, the elephant, actually came to life, there was a hilarious parade to the office. One of the mothers who had also become interested in the elephant, had sent him a beautiful red cover trimmed with gold braid, which made him look almost handsome, at least handsome enough for us to lead him out of doors and take his picture. After the appearance of our elephant, the giraffe soon came to life, and then a zebra. By this time our interest in animal construction and also our energy began to wane, and we were about ready to start plans for our circus assembly, when we were given something of a surprise. It was this surprise that prompted me to choose for this article the title of *Activity Leading to Further Activity*.

The program committee of the Parent-

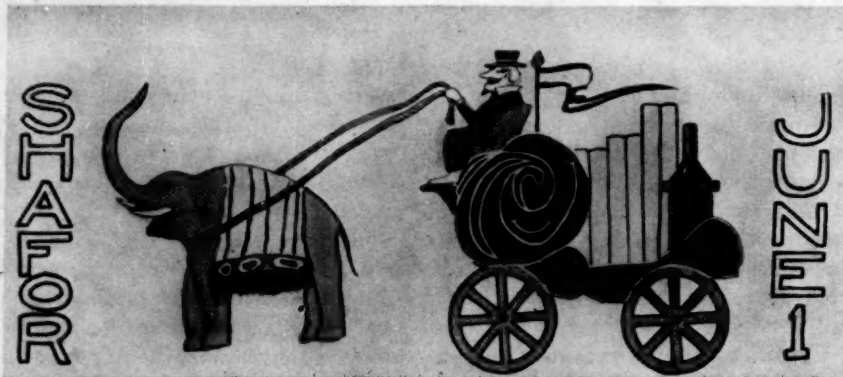
meeting was called. Different ideas were suggested, but the one that seemed easiest and also least expensive was an out-of-door circus, using the first grade animals as a nucleus. A special committee of the faculty was appointed to draw up a tentative program. After several meetings, the committee decided to have an assembly to put the plans of the grown-ups before the boys and girls. The faculty representatives at this assembly stated that the mothers wished to end the school year with some kind of program in Katherine Wright Park, and asked, "What can we do to help them?" Since our school is only four years old, and we have given only two entertainments in the park, the children naturally thought in terms of their past experiences. Several suggested another *Pet Parade* and others

folk dancing. No one mentioned a circus. Then the children were told that the teachers had also been thinking about the problem, and had felt that a school circus might be fun. The gymnasium teacher would help choose the best acrobats; the art teacher would help with the posters; the dancing teacher would train her pupils for special dances; and the music teacher would help wherever she might be needed. Then, in order to let everyone who might wish to join the circus, be in it, there could be a big parade. The costumes would of course, be planned at home, and kept a secret until the evening of the performance. The children were loud with their applause for the tentative plan suggested; and the assembly was dismissed with an urgent request for each one to feel free to contribute any ideas that he might have to the committee.

In a day or two, a shy little girl in the third grade, told a member of the circus committee that her father, who had been a clown in a circus, would be glad to assist us if we cared to have him. A real clown from a real circus! Could there have been better news? Her father was immediately invited

accepted, and the following week a poster of the *Two Joys* appeared on the bulletin board in the hall, announcing that they would give a performance in the auditorium on Friday afternoon. Needless to say, the auditorium was well filled, and never had the grown-ups and the children laughed longer and harder than they did at the antics of those two brothers. And such a following as they had as they left the building! Even the Pied Piper might have been a little jealous! From the day that the *Two Joys* put on their act until June the first, the school was gay with circus activity. Our corridors blossomed forth with intriguing posters. Enrollment blanks for the parade were taken home and promptly returned.

Within two weeks the plans were presented to the program committee of the Parent-Teacher Association. They were delighted with the progress that had been made; but in the meantime they, too, had been working, for of course they had heard about the activities that were going on at school. The chairman asked the members of her committee for their suggestions. One reported that she had seen a balloon man



Our corridors blossomed forth with intriguing posters.

to become a member of the committee. His first suggestion was that he ask his twin brother, who had also been a clown, to join him in putting on a clown act for the boys and girls in order to create more interest. This suggestion was unanimously

who could come and sell balloons. Another had interviewed the owner of a merry-go-round which he could put up for the night. A third said that her husband who had a refrigerated car would be glad to send it with ice cream and soft drinks. All of the

suggestions were accepted, and plans were made to have a few fathers decorate the booths from which ice cream, soft drinks and sandwiches could be procured by those parents who were delegated to act as vendors. Others were also chosen to be hosts and hostesses for the evening.

On Tuesday morning, the day before the circus, a dress rehearsal was given in the park. One of the fathers took moving pictures of the children as they went through their stunts. By Wednesday we were ready, but it rained, and the circus had to be postponed until the next night. However, it did not dampen our ardor. The High School Band met the parade in front of the school and led it to the circus grounds, where a boy on stilts dressed as the Pied Piper led the gay procession around the arena and over a high ramp so that the spectators might see the many ingenious costumes that had been created for the occasion. After the parade was over the

participants sat down around the outside of the circus ring. Immediately the second number on the *Official Program* the *Flash Cartwheels* started, and the circus was in full swing.

As soon as the band had played a few measures of the final march on the program, the weird but captivating music of the merry-go-round broke in, and everyone looked to see it slowly begin to turn with its cargo of laughing boys and girls. The vendors called out the names of their articles, and a real carnival spirit spread throughout the large crowd of friends. We had a jolly time together until nine o'clock, when the lights of the merry-go-round went out, and everyone began to say "good-night."

The moving pictures were shown at our last assembly meeting for the year. We all enjoyed them immensely, but the performers were especially pleased and amused to see themselves as others saw them.

On the Train

Last summer, when we went to Maine,
We traveled overnight by train.
At evening, when my prayers were said,
The porter came to make my bed.
He drew the curtains all around
And shut me in all safe and sound
So I alone could snugly lie
And watch the stars go sliding by.
What fun it was! and as I lay
The moon came up as bright as day
So I could clearly see at last
The country as we hurried past—
The cows asleep upon the hill,
The little houses dark and still,
A lighted town, a bridge, a brook,
Like pictures printed in a book.
But what seems puzzling to my mind
We never left the moon behind—
It shone above us clear as day
And stayed right with us all the way!

—CAROL HAYNES, in *Harper's Magazine*
(January, 1922)

Parents and Children Create a Little Community

REBECCA EARLE

Director, Parents' Cooperative Nursery School, Los Angeles, California

IT IS called The Parents' Co-operative Nursery School, Incorporated, Limited; it is situated in Los Angeles, California, not far from the down-town section; it is now in its second year, and in this way it had its beginning.

There were seven parents, mothers, that first meeting, who met one hot July morning to hold a memorial service. The demonstration nursery school and parent education project of the City Schools, Psychology Division, had been closed—the same old story, plus one a little less old, “depression.” Public school expense must be reduced; naturally the first item to go was its newest venture, their beloved nursery school. “How can our babies get on without it?” said the seven mothers. “What do the other mothers and fathers think? Shall we ask them to meet with us and talk it over? Each of us could telephone a list.” And they did. Step by step a plan for a new school shaped itself.

Every Tuesday evening for the next six weeks an ever-increasing number of men and women “talked it over.” The former director was asked to act as a combination information bureau, friend in need, guide and counsellor. She said she would and suggested that committees be appointed and some temporary officers elected. At the next meeting a tentative budget was presented. Pledges of cash and service were signed: some of the mothers promised a day a week of service as part payment of tuition, others would cook, do the laundry, the bookkeeping, the transportation. The fathers offered the services of an attorney, a cabinet maker, an insurance underwriter, a gardener, and so on. A well-trained and experienced nursery school teacher was engaged; her salary would have to be smaller than in the college where she had been director before going to Europe the previous year. “Depression” again!

Next came the problem of a suitable site. Before it was found the committee of seven were vastly wiser, if sadder. One landlord after another complicated the situation: those who had noisy, ramshackle places offered low rates, those who had desirable places refused to have children. The committee found that the city's ordinances knew no difference between an informal, progressive school and an orphanage or day nursery. And as for real estate dealers, “Children lower real estate values” said one. At this the committee burst forth with a too-technical description of “our kind of school.” The agent gasped “a psychologist, a pediatrician, a professional teacher—all these for kids under five! My wife and I think it's our business to raise our children. But maybe, there is something to this.” He glanced again at the sheet of paper that had been handed to him. “‘Social play, character building, nutrition, posture, parental attitudes, home guidance, parents learning how to deal with children under trained supervision.’ I know a lot of times wife and I are worried. When we were growing up we had a big yard and a lot of neighbors' children to play with.”

After six weeks a large house was found; it had a roomy garden and triple garage. and its owners, a pleasant man and wife, thought they would prefer to rent to little children. They had a friend who was a kindergarten teacher and they knew of the New York nursery school experiments. The house was leased and the owners have proved themselves understanding friends.

As a next step the fathers cleaned up, repaired, painted, installed low plumbing fixtures, built suitable equipment, buying used material wherever feasible in order to keep expense at its lowest. The mothers cleaned and arranged the material and on September 7, 1931, the school opened.

The sixteen mothers who pay part tuition in teacher-assistant service are organized in shifts, with one of them in charge of schedule. This last function has grown, through organization need and the capabilities of the individual, into a definite office in the school, thus far called "house-manager." It is rather like the principal's complex of responsibilities. The woman who so ably fills the place spent eighteen months as a student in the former demonstration nursery school when her son was its youngest member. Because of this experience she has the respect and confidence of all the parents. Her unstinting work for the school, her good cheer, and fine leadership are winning the affection of all, children and elders. Another one of the mothers has shown a remarkable adeptness in handling the children and a wisdom that some have not achieved with years of study. It is she who also has time to fill in wherever there is a need, and to do, with the accuracy of

people have made the school what it is. They are closely in touch with parents' problems and have the parents' point of view. They keep always in view the highest of standards as learned from the student and expert. They find among the contributing parents the unique ability of each and keep always the vision of the school as a center which owes its vitality to the mutual service and fundamental satisfaction of its members.

More than once the response from this one and that one, always ready to work, giving whatever the school needed to meet the emergency, has astounded even the members themselves. It is heartening beyond words to tell and has convinced the most skeptical. The school is well-named, "parents' co-operative." In addition to the work and cash tuitions of the members there have been indispensable contributions by certain others. These are noteworthy and deserve a paragraph:

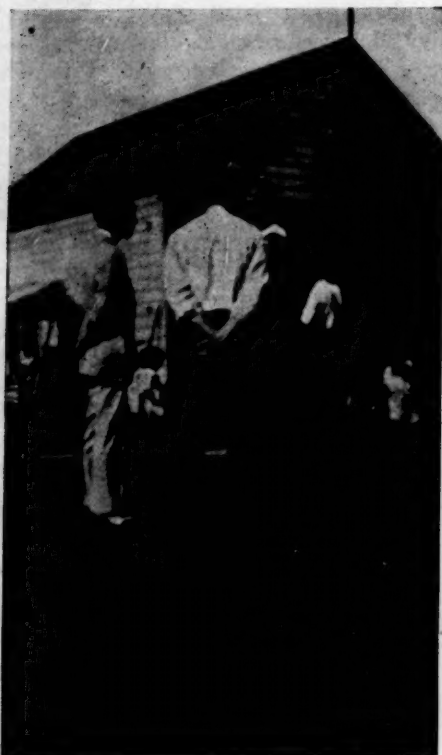


One father confessed that he might have been a slacker but for his son Hugh, who came to him one day with a serious command, "You know you've got to put your nails in the roof too, like the other daddies."

discriminating professional experience, the bookkeeping of the school. One of the fathers, the president of the school corporation, is another one who has given again and again of skill, time, and devotion. Perhaps in greater degree, than the others, though not in different kind, these three

Miss—who had done the posture guidance at the former school, has worked out of hours for the new school because she wanted to. She is continuing a piece of research through photographs and other measurements, in co-ordination with the workers at the University Nursery School.

Another generous person, Miss——, who was the psychological examiner at the old school, has tested fourteen children, Saturday mornings. "It's just my bit," she says gaily. Two well-equipped teachers have volunteered, one for mornings each day,



Now and then the fathers have a conference and the result of their plans appears in some improvement.

another one day a week, because they wanted the experience and enjoyed the work. Mrs.——, the former director, has conducted group and individual parent conferences, serving two evenings each week. The help of these three has enabled the school to maintain a higher level of educational efficiency. Certain leaders in the community have given advice and aid. These and those parents who have walked the extra mile, even though weary and sometimes misunderstood, are the corner-stones of the enterprise.

There is a board of directors of seven,

three fathers, three mothers and the former director, now secretary of the board. These are elected, not less than two annually, from and by the members of the corporation. There is also a board of advisers, made up of outstanding people in the vicinity who are recognized as authorities in the fields from which the nursery school derives its techniques. There is a psychologist, a psychiatrist, a pediatrician, a public health administrator, a member of the state board of education, the parent education director for the southern part of the state, the head of the home economics department of the state university, a professor of education in the University of Southern California, and a sociologist who is an authority on family relationships. These men and women have given time and thought; the parents feel the obligation to keep up the school standards so that such names may continue to underwrite the school.

As the second year of the venture is beginning, it is interesting to take stock though some of the values are elusive and difficult to measure. Perhaps description is better. Records of daily health habits have shown marked improvement in some of the most difficult cases as well as in the group, as a whole. The pediatrician, who is one of the school parents, has been most thorough in her examinations and untiring in her supervision of the hygiene of the school. The parents have given a high degree of co-operation in carrying out her instructions. Emotional problems are being solved and the socialization process is most encouraging.

The cash expenditure for the first year was just under five thousand dollars and the services are estimated at very nearly the same figure, making a total budget of about ten thousand dollars. The school was open forty-six weeks out of fifty-two; the daily hours are 8:30 to 3:30 five days a week. It is considered essential that one member of each family attend the twice-a-month evening meetings. The teacher arranges individual conferences as the child's development indicates.

The corps of mother-assistants meet

every two weeks in regular staff conference. Certain assigned "jobs" are given to them. One, for instance, serves as file clerk and stenographer supervisor, alternating as substitute for absentee mothers. Many of the mothers have expressed their pleasure in their day a week of service at school, speaking of it as an "outlet," "something to look forward to," "such fun to be with the children." It has been hard, on occasions, to comply with the school standard that no infection or suspicion of contagion be admitted to the school, yet all have come to accept it even though it often causes great inconvenience. To counteract this handicap, when possible, one mother is detailed to supervise, in isolation, children who are convalescent or "coming down with something."

Every now and then the fathers have a "stag" in which they consume dangerous quantities of coffee and cigars at too-late hours. Results of their plans appear, once as a roof for the sand box, again some emergency gardening. They are constantly finding "things to do"; one dad added a heavy border to the fire screen so that the winter's daily fires would not cause regret. Not a slacker is to be found among them. It is true one confesses that he might have been but for his son Hugh, who came to him one day with a serious command, "you know you've got to put *your* nails in the roof, too, like the other daddies."

A spirit of partnership pervades the group. It might be characterized by the story one father told of himself while passing through Chicago recently. At the station he saw a little family making its rather difficult way toward the waiting train. The husband had two children bundled in his arms, the mother carried the youngest and led the oldest by the hand. . . . In the words of the aforesaid father, "I offered to carry the baby, if the lady would permit. She gave me a careful glance and queried earnestly 'How many children have you got to home?' 'Me?' said I, and I thought of my little Andrew, and then almost instantly I remembered the School. I saw them all, blue-eyed and brown, mischievous

and serious, dirty and clean . . . 'Who? Me? . . . Why I've got thirty.'"

Social activities have played a part in cementing relationships. Twelve parents, six fathers and six mothers, have a contract club which rotates in weekly gatherings at



The fathers cleaned up, repaired, and painted.

their various homes. There have been four "affairs" at the school. At these one hears the usual range of subjects, cards, politics, clothes, food, sports, the theatre, the church, sandwiched between remarks about your Mary and my twins. Families have become friends because two three-year-olds were chums.

Educational activities have also started underway. In the fall semester fifteen parents formed an extension university class for a course in pre-school education. One mother volunteered to work at the Univer-

(Continued on page 486)

The Pre-Primer Period

CLARA TUTT

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THIS study was conducted during the first ten weeks after the opening of school. The children had had no previous instruction in reading. Two types of work were used simultaneously, an effort being made to make each as effective as possible.

THE ACTIVITY UNIT INITIATED

The unit of work was a circus project initiated during the first week in September. A number of Schoenhut toy circus animals in the school-room, and the recent experiences of many of the children with circuses and country fairs gave the stimulus for building and dramatizing a circus. During the first two weeks several impromptu circuses were given in the school-room, each one being an attempt to improve upon the one preceding. A story was made about the final one. It was printed on a large chart. The teacher showed the children how to read it, used the word *title* and insisted that each child who read should use the pointer and read from left to right and from top to bottom of the page. This is the story:

THE CIRCUS

We sold tickets.
We had a grand stand.
We played the band.
The animals did tricks.
We played clowns.
James was manager.
We had fun.

Signs were made with each animal's name to be used for the animal's pen or cage.

At the same time, *Jack be Nimble* was incorporated as one of the stunts and the rhyme read from a chart. This was easier for the immature children to remember. The habits of reading from left to right, clear enunciation, and in complete sen-

tences were quite well mastered by most of the children. Several with distinct speech difficulties were unable to enunciate as they should.

A desire to draw the different animals was inevitable, the elephant being first. One of the best elephants was posted on the bulletin board with this paragraph:

This is an elephant.
It can do tricks.

At this time a *Circus Primer* was started by each child. It consisted of nine by twelve drawing paper, folded so that the book had twelve pages. With a stampercraft set the picture of an elephant and the above paragraph was stamped by each child on his first page. This same procedure was continued for other animals until there were twelve similar pictures and paragraphs on the bulletin board and in the books. When there was not a suitable stampercraft picture, the children drew their own pictures for the books.

The children had made small cages for their toy animals with blocks but found that they tumbled down very easily. This gave rise to the idea of constructing permanent cages from boxes, and work began on them. There soon followed a desire to have real animals in the cages. A story read to the children about a play circus to which other children were invited and where a cat was used for a tiger stimulated a desire for a similar type of circus.

Problems: There were many problems to be solved in building the cages. Workable doors and methods of attaching the wheels presented real difficulties. All of the lumber was derived from boxes and an old play house constructed by the children of the previous year. The janitor found a quarter which he contributed toward having wheels cut at the mill. Much was learned about salvaging good pieces of wood and nails.

About fifteen cages were finished. Live animals were brought to visit occasionally to test out the practicability of the cages. (Escaping animals were not always welcomed by teachers in the other grades.) Most of the cages were painted but the class was never very confident that the wheels would stay on.

Music: The music teacher introduced music to interpret actions of different sections of the circus. A twelve piece band, elephants, ponies, bears and clowns were selected to perform to different rhythms. Two circus songs were learned. The children enjoyed this part of the preparation very much.

Costumes: The costumes were very simple, consisting in most cases of paper or cloth head-dresses to indicate what part was being taken. The children assisted in making all of these.

Tickets: Tickets were cut and stamped, *Circus Ticket*. Three boys made the ticket stand. It was large enough to sit in, had a roof, and was covered with crepe paper—the paint supply having been exhausted by this time.

Posters and signs: Two posters for advertising were sent to the Kindergarten and Second Grade. Drawings were made and the words stamped, *Come to Our Circus*.

Signs were made to indicate different sections of the circus. These are some of the signs:

- Ticket stand.
- Pop-corn stand.
- These are elephants.
- These are bears.
- These are ponies.
- These are clowns.
- These play in the band.

Also names of animals were tacked to the cages. This was quite necessary or the audience might have thought the tiger was a cat, the black bear a dog and so on.

Pop-Corn sale: Many suggestions were made as to what might be sold at the circus, among them, hot-dogs and ice cream cones. The children were finally convinced that pop-corn was the only practical thing to sell. Two activity periods were used in

popping and sacking enough pop-corn for the circus staff and the audience. All children had some share in these preparations. A penny a sack was the charge. It was decided to take pennies out of the milk money for children who could not bring pennies and return them after the circus. The pop-corn, butter and salt were donated by different mothers. Ninety-nine cents were cleared on the pop-corn sale. This was put in an emergency fund for materials that were not supplied by the school.

The audience: The Kindergarten and Second Grade children, the janitor and the principal were furnished free tickets to the show. The circus staff, at least, enjoyed the afternoon and many in the audience were kind enough to say that they did, also.

Stories and pictures: Many pictures and stories were used during the ten weeks that the circus was the guiding thought. Stories particularly enjoyed were those in the *Pennell and Cusack, Book I*. Although the children could not read the stories they were able to pick out many familiar words and a few children could follow the book when the story was read to them. Fine large animal pictures donated by the Tuberculosis Society were very timely. Stories were made up for these and printed on charts.

Reading: All of the chart and sign material was used for reading. The same words were rearranged in as many different ways as possible to make new sentences. A number of action words as, *run, jump, walk, turn* and *skip* were added. About thirty minutes each day were consumed in regular reading exercises. Besides this the words were in use during activity periods in order to carry on the work.

THE WORK-BOOK ACTIVITY

During another part of the day the work-book activity was conducted quite independent of the circus unit which was the absorbing interest of most of the time. In the first week material was used which had been prepared by the teacher with the idea of preparing the children for the use of the work book. It consisted of matching words,

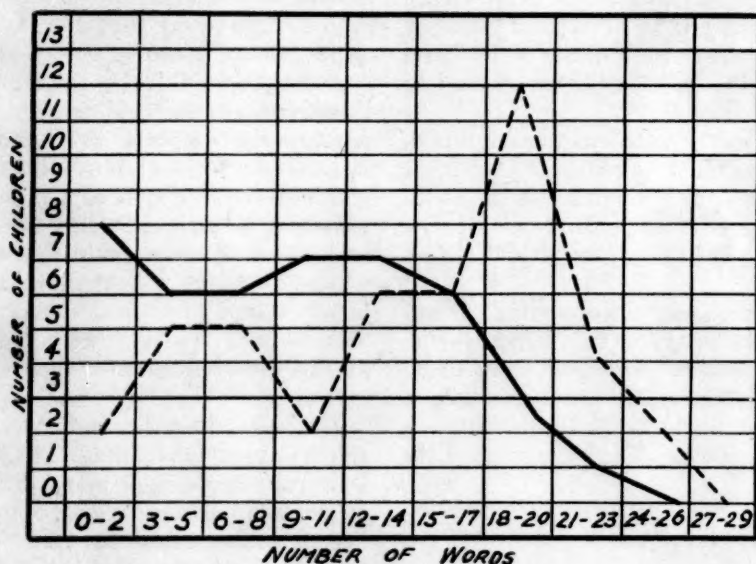
matching pictures with words, coloring as indicated by the word, and so on. Each exercise was very simple and built upon the one preceding. Sufficient preparation was given so that no help was needed during the actual work time. Children were allowed to take home only perfect papers.

In selecting a workbook, it was necessary to find one that was very simple yet furnishing a variety of activities, whose vocabulary would fit with most primer vocabularies, and one that was not expensive. *Primary Seatwork*, Gauchnauer and Beery, Webster Publishing Company, St. Louis, seemed to be the most suitable.

worked independently on the books while one group was engaged in the drill activities.

TWO TYPES OF WORK COMPARED

About the same amount of time was devoted each day to each type of reading. Interest in the circus was very strong which was an incentive to reading. Interest was also strong in the use of a workbook. Color-cutting, pasting and drawing have universal appeal. At the end of ten weeks, the time when the circus activities culminated, an individual informal test was given to each child. The test was made up of twenty-



This book was put into the hands of the children during the third week of school.

It was discovered that the children needed extra drill in order to do the work independently. On about every third day supplementary material was prepared by the teacher which would further emphasize the words being learned. A fifteen minute period was given over each day to each of the three groups of children for class drill on the words to be used. About forty-five minutes per day were consumed in study of the work-book material. Two groups

seven words used most frequently in the circus unit and twenty-seven words used most frequently in the work-book. A few words duplicated in both types of reading were equally divided between the two lists. The accompanying graph shows the results of this test.

Forty-six children were in attendance during the ten weeks, but only forty-two were regularly enrolled during the entire period so that test results on the forty-two only were considered in the evaluation. In all except three cases better scores were

made on the work-book list. The amount to which the work-book results exceeded those of the circus unit was in general greater at the lower end of the scale. A few words that had been used repeatedly in sentences but given no separate attention were recognized by not more than four children.

CONCLUSION

The results of this test seemed to show that more progress was being achieved by the work-book type of instruction than from material derived from children's activities. There were undoubtedly many important things learned from the incidental circus reading that are not so easily measured, such as: concepts of different

uses for reading, of a unified paragraph or selection, and recognition of words in different size type and in different situations.

That the slow child seemed to do better with the work-book type is probably due to the fact that the work is better organized for repetition of words and phrases than the incidental reading, that it demands close attention if it is to be done at all, and that each day's work is a definite check on each child's progress causing the teacher to react accordingly. The brighter child learns with fewer repetitions and makes himself more responsible for his own progress. From this one study it would appear that both types of work have their values for beginning reading.



Mitchell School, Denver, Colorado

A fifth-grade project.

The Sea Beach

S. LUCIA KEIM

Third Grade Teacher, Germantown Friends' School, Philadelphia, Pennsylvania

Sea Shell, Sea Shell
Sing me a song, O please!
A song of ships and sailor men,
And parrots and tropical trees.

AMY LOWELL

THE unit of work on shells was introduced by the teacher at the beginning of the year in a Third-Grade, chiefly for the value of starting a foundation of experience and knowledge in this field of nature study, but with the incidental purpose of increasing the reading power of the poorest readers. The full purpose of the unit was four fold:

1. To give the children more accurate knowledge about a phase of nature study with which they were already familiar, the life of the sea beach.
2. To continue the socially educative experiences of group activity in a more exacting study than those previously undertaken.
3. To continue the development of sentence sense, and progress to familiarity with paragraph and story form.
4. To provide pleasant reading experiences for the weaker readers, by having them read material familiar, because they had written it.¹

Shells and their tenants were the subjects of the study, though there was no attempt to make it exhaustive, and several sea-shore animals that do not live in shells were studied.

On the first day of school the children were attracted by a table of various kinds of shells which were arranged in classifications but not named. The children began talking about them. "I know what that is," said one child. "It's a cowry." "I have some like this at home," said another. "Maybe I

can bring a *great* big shell like this one," said a third. "My grandmother has a collection of shells." Meanwhile, the children were picking up the shells, looking them over on all sides, and putting them back again. From that day the shell collection began to grow. Numerous varieties of shells were brought by the children, until several other tables had to be used to hold them.

To serve an oral English purpose, the shells brought each day were kept hidden like surprises, till a time set aside to tell about them. Then the child would show the shells, tell what he knew of them, pass them around, and finally put them on the tables in their respective groups.

We soon discovered that there were many shells which most of us had never seen before, and still more that we could not name. We discussed this and the children were asked how they could learn about them. One child said, "We can ask some one." Various people were suggested. The boy whose grandmother had a collection, said we could ask her, a suggestion upon which we acted later, by taking an excursion to her home to see the exhibit. For the time, however, the teacher suggested that there were ways to learn about many of the shells ourselves, with the result that the children thought of getting shell books which would tell the kinds and show pictures of them. An adequate book on shells, which the children might read was not available, but several books with good pictures were procured and the children found some material in books of general reference which they brought from home.

The procedure followed for learning about each kind of shell or specimen, is typified by the study of the Urchins. They were taken first because there was one specimen on the tables which never failed to attract attention and comment. None of the children knew what it was and only

¹ The procedure for realizing the composition and reading values was suggested by Marjorie Hardy's method of teaching beginning reading, presented in the manuals for First Grade, and Second and Third Grade, of the *Child's Own Way Series*. This article was written from a daily record of the project.

one of a number of adults who saw the collection. This was a roughly round, flat, cake-like specimen of a very light brown bone-like substance. The children noted that it was about three inches across and guessed it to be nearly a fourth inch thick in the center. It grew gradually thinner toward the outer edge. In the center was a small star with fine delicate petal-like imprints around it, each about an inch long. The children had been told one thing about it, that it had been found on the smooth sand of the New Jersey coast, near the water at low tide. They said it did not look like a shell. Curiosity was high to know what it was, and whether it had ever been a part of a live animal that lived in the sea.

Taking advantage of this curiosity, the teacher told the children a shell story. The name of it was *Prickly Porkies of the Sea*, from the *Burgess Seashore Book*. At the conclusion of the story a child went to the table and picked up the strange round specimen. "It's a Cake Urchin or Sand Dollar," he said. The children recognized it at once. Some said, "It looks like a cake." Others said, "It looks like a big round dollar."

Then it was discovered that we had also a Green Urchin from which the spines were gone. It was compared with the picture in the *Burgess Book*, and we built with the help of our imaginations a picture of the Urchins as they must have looked in the sea. The children were interested in the teacher's suggestion that a story be written about the Urchins, so that people who came in to look at the collection might read about them for themselves. Therefore on the next day, the facts about the Urchins were re-discussed with the purpose of writing the story. The teacher suggested we write it together. When the facts were clearly in mind and there had been practice telling them, the children volunteered sentences for the story.

At first the teacher chose the best sentences given, by writing them on the board in story form. The children were allowed to devote all their attention to the thought. Later the form and use of an outline were

learned and the children outlined the story before they gave the sentences. This enabled them to remember the story while they learned to choose the best sentence to write on the board. The children were not interrupted during the writing of the story, but were taught to reread what they had written at another period. Frequently they would change or add a sentence to make clear what they had meant to say. They learned that the word *it* might be substituted for a noun, such as *clam* when it appeared too often. They learned to listen for the wrong sound of sentences with singular subjects and plural verbs and other errors.

The first story was short. It told only of the *Cake Urchin* or *Sand Dollar*. When it was finished a child said, "We can write another story about the *Green Urchin*." The children then insisted upon writing about all the Urchins they knew. They wrote about five kinds before going to another classification. As the teacher wrote the sentences on the board the children were told to see that capitals and periods were correctly used.

When the first Urchin story had been read from the board for the last time, the teacher asked if the children would like to have her print it on a chart to read the next day, and to hang it on the wall for others to read. They were pleased with the idea. The charts were printed with a broad-edge or Manuscript pen, on tag board 24" x 18". Care was taken to keep uniform spacing and letter size so that the stories could be read with ease at a distance of 15 feet.

Before the printed side of the chart was shown the next day, the teacher asked what the story was about. Specific questions followed and the children were asked to pick out and read the sentences which answered the questions. Then the whole story was read silently. The children were encouraged to ask for words they did not know. Individual children were then ready to read the story aloud. The most reading opportunities were given to children who particularly needed them. The completed charts were read later by the lowest reading

group. Work in phonics was being given to those who required it at a separate period.

The big charts continued to increase in number until it was no longer convenient to keep them displayed for the children to read. This was called to their attention. What were we to do with the stories we had become so fond of reading. "We can make them into a book," a child suggested. Another objected that the charts were too big for pages. The idea seemed a funny one and some of the children laughed, but the first

mediate concern of the children. Of many names suggested, *Third Grade Seashore Book* was chosen by vote of a majority. A committee was selected to be responsible for cutting, spacing and pasting the letters of the title.

The children considered that no book was complete without pictures. They said there should be a picture for every story. The teacher suggested that they make colored paper cut-outs of each shell and animal described and paste them round the



The children picked out the shells we did not know and took them on the trip to the exhibit to learn their names.

child persisted. "We can make the book as big as the pages," he said. "It will be a great big book." The idea of the big book was popular. The children were easily encouraged to make suggestions about binding the pages, but the teacher pointed out there were better ways and led the children to ask the shop teacher to give them lessons in book binding. A committee was chosen of those who were particularly interested in doing the work. These children were given the responsibility of taking the book to the shop, binding it, and telling the other children how it was done.

A name for the book was the most im-

borders of the pages. The children saw that this would be a good idea because they could have pictures for each of several kinds of shells mentioned on a page, and the pictures could be pasted near the writing they illustrated.

* They started the paper cutting free hand, from the shells as models. When the carefully saved results were examined by the children, they saw that they were not accurate enough. A child thought of cutting out the markings of the shells and pasting them on to make the cut-outs look more real. The next morning when the children came they found white paper cut-outs of

each shell pasted on the black board. These outlines, cut by the teacher, helped the children reshape their first attempts. Although the children watched the black board for the outlines, they also kept the real shells before them as they cut. The Conch or Whelk, for example, was cut from white paper, and half spiral lines cut from black were pasted on to give the twisting appearance. An appropriately shaped piece was cut from light pink paper to suggest the opening of the Conch with its shell pink lining. The shell was a pleasing one when finished and more were made than necessary. The children were enabled to select the best for the book.

Someone in cutting made a long wavy blue strip with a curled up end and announced that he had made a wave. Other children began making waves. They thought of pasting white tips on them for foam. This led to cutting strips of sand and finally rocks, which were necessary if we were to show *Graywing the Gull* breaking a clam for dinner by dropping it on a rock, as the *Burgess Book* said he did. When the illustrations were all cut out, the pages of the book were spread out on the floor. Each child located and reread the page which told of the shells he had cut. The children fastened their illustrations to the pages with paper clips before pasting. By shifting and fitting the cut-outs they met and overcame such difficulties as covering the print with the picture, or placing the cut-out so that it would be covered in binding the book.

At the same time a small committee was making the first tries at free hand cutting of *Graywing the Gull* for the cover page and frontispiece. The successful attempts were shown to the Art teacher and her help was solicited in making the pictures. Thus while the book was being illustrated, two large cut-outs were growing in the Art room. The cover picture was brought back with *Graywing* standing large and pink footed on the brown rocks in the foreground, behind him a burning red sky with bulging yellow sun sinking into vivid blue water. The frontispiece was also essentially

Graywing, and also against sunset, though a very different *Graywing* and a very different sunset. The latter was perhaps more artistically lined with strips of cloud and the gull's great white wings were spread as he soared high over the rocks in the act of dropping his clam before dinner.

When the book was ready for binding there were ten stories covering twenty-two species written on thirty-three pages. Following is a typical story. It is chosen for quoting here because our reporter for the *Upper School Magazine* selected it from the first four or five completed stories, as the most interesting to upper school people.

HERMIT CRABS

Hermit Crabs are different from other crabs because they don't have a shell of their own. The Hermit Crab hunts for a snail shell. If there is another crab in it, he tries to pull it out and take the shell for himself if he can.

The Hermit Crab protects himself by running fast till his enemy catches up to him. Then he pulls his legs in and makes them into a door. He looks like a snail shell when he is inside. He always runs sideways. When he runs along he looks like a crab with a snail shell on his back.

Many of the stories furnished interesting discussions. A vital subject which recurred frequently was that of reproduction of the various inhabitants of the sea beach. In the last lines of the *Sea Horse* story a single child summed up our findings about baby *Sea Horses*. "The male *Sea Horse* carries the young in a pocket on the side. The female *Sea Horse* lays the eggs in the pocket. The eggs hatch there, and Mr. *Sea Horse* carries the little *Sea Horses* with him till they are strong. Mrs. *Sea Horse* does not pay any attention to them."

One day as the work was near completion the teacher asked the children whether they wished to do anything more to the book before the pages were carried away to the shop for binding. At first it seemed that everything had been done. A chart of plans we had made was carefully reviewed. Each plan could be checked off except of course, the ones concerned with binding,

lettering, and placing the cover picture. Suddenly someone said, "We haven't written the dedication!" "What is the dedication?" the teacher asked. It was discovered later that the children remembered the dedication from a discussion in second grade. One of the children said, "It is a little writing at the front of the book," and another added, "It is a kind of thank you to someone who helps you write the book." "I know a book that has a dedication," said another child. "So do I," said several others. They got the books, turned to the dedications and read them aloud.

"Do you have someone you want to thank for helping you?" the teacher asked. *Graywing the Gull*, said several children. "What will you say in your dedication?" the children were asked. Fairly long sentences were volunteered, patterned rather closely after the dedications read. Then each child wrote his own.

The books were referred to for the spelling of such long words as *dedication* and *affectionately*. The dedications were read aloud and the children chose the best.

DEDICATION

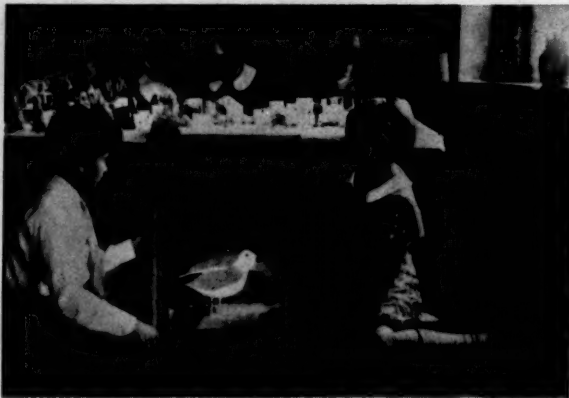
To *Graywing the Gull* in Mr. Burgess' *Sea Shore Book*, who helped us to learn the names of our shells, to write the stories, and to make the illustrations, we affectionately dedicate our *Sea Shore Book*.

The children were then satisfied that the book was ready for binding. They had planned to have black burlap covering, gold letters and sunset cover picture; but the plans had to be sacrificed for expedience. Natural color burlap was procurable in the shop but not black, so the children

decided upon black letters and discovered that their picture with its red sky was quite pleasing against the neutral background. There was compensation in the bright orange, green, and yellow patterned paper secured by the shop teacher for pasting inside the covers.

The book binding committee proceeded to the shop with great optimism, only to return with a new problem. The pages had not been numbered and no one knew which story was to come first. This proved to be a negligible difficulty, for there was general agreement that the clams should

come first. Further than that there were no preferences and the order was left to the committee. As they turned over the pages it was discovered that some of the stories were not in order. The children saw that it would be necessary to read the bottom of each page to see if it made sense with the top of the



The cover picture had *Graywing* standing large and pink footed on the brown rocks in the foreground, behind him a burning red sky with bulging yellow sun sinking into blue water.

next. Several groups of children read through the pages and numbered them to insure against mistakes, and then returned them to the shop.

The next problem was encountered by the letter cutting committee when they could not remember how to cut and fold all the necessary letters. They asked the Art teacher for a lesson in letter cutting to review the letters they had forgotten. Another problem arose when they were ready to paste the letters of the title on the book. They saw that they would have to make a plan of the cover. They found the title was too big to go into the space, so they cut out the first half, leaving the words, *Seashore Book*, which they said "sounded better anyway."

It was not long before the book binding committee reported that the book was finished, except for a second sewing to make it strong, but it had to be left in the shop for pressing and glue to dry. When it was brought up next day, all work was set aside for a delighted examining of the old charts in their new roll as pages in the big book. It was far more impressive and beautiful than we had anticipated. The following report was made by the book binding committee:

"First we bound the back of each page with gummed linen tape, two inches wide. Then we put the pages in an even pile and made sure that they were in the right order. Then we put two pieces of cardboard together for the front cover and two pieces for the back. Then we covered the front and the back with burlap and turned in the edges. We left a space between the covers to put the pages in and sew through. Then we pasted the corners down. We pasted the paper lining inside the covers. Then we pasted on the letters and the picture on the front. Then we sewed through the burlap and all the pages to make them stay in."

An assembly was planned to show the book. The children wanted to tell every story they had written. They agreed upon a plan for the audience to see the illustrations as the stories were told. The book was to stand on the floor with two boys to hold it steady and turn the pages at the right time. The assembly furnished another motive for rereading the stories. Small groups of children read from the book the story they planned to tell.

The trial telling was unsuccessful. The first group had the clam story. As there were five kinds of clams in our story and four people to tell about them, someone had to tell about two kinds. The children had not foreseen this. Each child had read the whole story and no one knew where he was to start or stop. With this in mind each group planned more definitely. They began by choosing a chairman who saw that every part of the story was taken and that all the children in his group knew when their part came. They tried telling the stories in

groups to see if they went all right before saying them for the whole class.

When they were ready for a second try they took paper and pencil and wrote down suggestions for making each group's story better. Some suggestions recorded were, "Billy, you should talk slower next time." "Mary, you didn't tell what pushes down into the sand." "Tommy, next time you should start as soon as Mary has finished," and so on. Setting themselves new standards, the children made another try later in the day, which was much better. In the meantime, they planned and wrote the program for the assembly.

PROGRAM

1. Why we studied about shells
2. How we learned about our shells
3. How we bound the *Seashore Book*
4. How we made the pictures
5. The stories we wrote
6. The poem, *Sea Shell*, by Amy Lowell

The poem, *Sea Shell*, was discovered by a child. It was used for a writing lesson on the occasion of the monthly visit of the Supervisor of Penmanship. Several children said later they were learning it.

The unit of work on shells included two organization activities, the assembly, which summed up chiefly the subject matter of stories, and an exhibit of shells, which required that the children classify and reclassify several times, approximately four or five hundred shells, consisting of 30 or 40 different species.

To learn the names of the shells we had not yet found, the class took a trip to Billy's Grandmother's. Two children informed the class that they would pick out the shells we did not know and take them along. They spread cotton over the bottom of a large box and placed the shells on it. Before we left, each shell was shown to the children so that they might become familiar with its appearance and have a last opportunity to give its name. Then the lid was put on the box and we started.

The exhibit was most instructive. There were more shells than we could have counted in a week. There were graduated

sizes of many of the shells we knew, from tiny baby shells to much larger ones than we had seen. There were many strange shells too, and we recognized some like those in our box. Billy's Grandmother answered our questions or helped us to look up information in her shell books.

On returning to school, we practiced naming our shells, and played games to see how many we knew. Several of the children could name every shell. They made a list of the shells which was given to the teacher to follow in printing name plates for the exhibit case. The children decided to make the glass shelves of the case look more real by covering them with blue to look like the sea. They learned to measure paper to fit the shelves. They cut the sizes from large rolls of wrapping paper and painted them deep sea blue.

To make the shell look still more at home they thought of making sea anemones, which they understood were not flowers, and bits of sea weed, out of clay. Sea castles were suggested and forthwith half a dozen mysterious turreted sea dwellings came into being. Sea caves and castles were painted in dim colors with the deep blue shadows of water creatures, the waving green of seaweed, the sunny pink of coral and the imagined shapes of buried treasure.

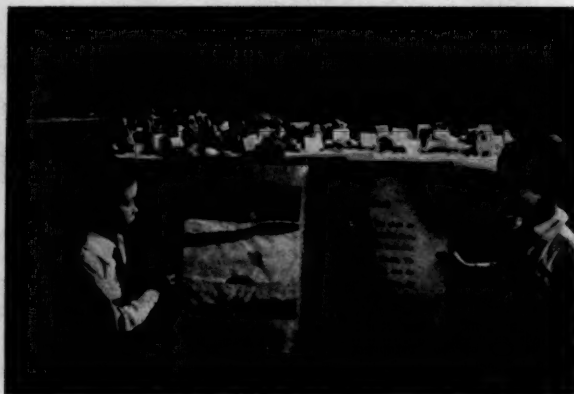
The sea anemones were modeled after those in the *Burgess Book* pictures. For the seaweed many pictures lent ideas but the actual modeling was done from memory with the suggestion of gentle flowing and movements of water still in our minds. The sea castles were created purely from imagination after discussions in which were recalled the mysteries of under sea things.

Toothpicks were used to hold the delicate branches of the seaweed to their stems and to prevent "caveins" of the labyrinthian tunnels of the castles.

The children sorted the shells for the case putting several of the representative ones of each species into small boxes. Clam shells, Whelks, Scallops and many others were arranged in order, from the smallest to the largest. All imperfect shells were discarded. When there were a great many of a single kind, only a few of the most interestingly marked and a typical specimen were chosen.

On the appointed day the children had proper name cards on each group of shells

and carried the boxes and trays of clay things to the case. The exhibit was then arranged by two teachers. The affect of the shells on the vivid deep blue, interspersed with seaweed and sea caves was a new delight to the children and required long periods of looking at the familiar objects over again.



All work was set aside for a delighted examining of the old charts in their new roll as pages in the big book.

As in every study new and related interests arise which might furnish points of departure for other units of work, so in this an interest in sea birds developed as a result of our fondness for *Graywing the Gull*. Though we did not pursue this study extensively the children brought pictures of gulls and other sea birds, and they noted certain characteristics common to all water birds, such as webbed feet and comparatively long legs and beaks. The following questions about sea gulls were answered:

1. What does Graywing eat?
2. How does he use his long beak?
3. What are webbed feet? How are they useful to Graywing?
4. Where does he build his nest?

5. Where do the little gulls come from?
6. What do they look like?
7. Are gulls friendly to other sea birds?

Plans were made by the group and were read and reread many times for checking off as each item was completed.

THE CHILDREN MAKE THE BOOK

1. Write the stories and correct them.
2. Cut out the page illustrations.
3. Paste the page illustrations.
4. Make the cover picture and frontispiece.
5. Cut the letters for the title.
6. Put the pages in right order. (Inserted when discovered to be necessary.)
7. Write the dedication. (Inserted when thought of.)
8. Bind the book.
9. Paste the cover picture, frontispiece, and letters of the title.

CHILDREN'S PLAN FOR STUDYING SHELLS

1. Look in books to find names.
2. Take a trip to Billy's Grandmother's to see shells.
3. Ask her the names of shells we can't find. (Inserted when thought of.)
4. Make a list of all the shells.
5. Make name cards for the case. (Made by the teacher.)
6. Put all of one kind of shells together.
7. Put the right name card on each kind.
8. Make seaweed, sea anemones and sea castles out of clay. (Inserted when thought of.)
9. Cover the shells with blue to look like the sea. (Added when thought of.)
10. Put the shells in the case.

CHILDREN'S PLAN FOR ASSEMBLY

1. Tell why we studied shells.
2. Tell how we learned about each shell from books, and from a trip.
3. Tell how the pictures were made.
4. Tell how the book was bound.
5. Tell the stories of the book.
6. Read the Sea Shell poem.

7. Read the stories to remember everything they say.
8. Tell the stories to the class first, to make sure the other children will understand.
9. Practice holding the book on the platform and turning the pages so every one can see the illustrations.

CONTENTS OF BOOK

Dedication	Blood
Clams	Hermit Crabs
Soft Shell	Sea Horses
Swimming	Scallops
Razor	Whelks
Hard Shell	Channeled
Surf	Knobbed
Oyster Drills	Black
Starfish	Sea Urchins
How he eats oysters	Green
Kinds of Starfish	Stinging
Common	Purple
Basket	Cake or
Brittle	Sand Dollar
Mud	

SHELLS IN THE EXHIBIT

Clams	Snail shell
Surf	Are shells
Razor	Baby's Feet
Hard Shell	Oyster shells
Soft Shell	Periwinkles
Grooved	Paper Fig shells
Swimming	Worm shells
Ribbed	Fan shells
Whelks	Angel Wings
Channeled	Spind Ribbed Murex
Knobbed	Scallops
Black	Mussel shells
Harp shells	Cowries
Oyster Drills	Abalones
Helmet shells	

OTHER SPECIMEN

Sponge	Whelk's Eggs
Sea Horse	Urchins
Common Starfish	Sand Dollar or
Brittle Starfish	Cake
White Coral	Green



The foundation of every state is the education of its youth.—DIOGENES.

Progressive Activities in the Third Grade

GRACE COOK

Primary Teacher, Lyons, New York

IN ACTUAL practice in a class taught by progressive methods activities will be initiated by the child, the group and the teacher. Any large activity which is started for the achievement of a real purpose will lead into many life problems and open up various avenues of interest.

Do the activities provide situations which require the child to make decisions of his own? Do they contain the elements which give him satisfaction in doing? Do they tie up with the child's life so that he may see the connection between the activity and his own present life? These are the criteria by which we attempt to evaluate the activities in our third grade. Some progressive teachers overemphasize the importance of the origin of activities. We are pleased when activities are originated entirely by the individual or group but in our practice we admit that the initiative is often from the teacher. It is necessary that pupils have activities which will offer natural situations in which to develop the best habits. Children are as earnest in their endeavors as we are in our work.

The writer does not hesitate to state that the beginning of activities described in this article originated with the teacher. However, as the activities grew, certain individuals and groups initiated activities subordinate to the major activity undertaken by the class. After the activity was under way the children made demands for further knowledge and gave suggestions as to what to do next on the basis of what had been done.

In our geography work last September, we started the study of milk. Soon we were talking about other animals, besides the cow, which were on the farm. We placed several farm pictures around the room. During our language period, each child had an opportunity to tell what pet he owned, if any, and anything else which he wished

to tell about the pet. Then we had a question box. One child wrote, "Billy, do your pigeons stay all winter?" Another child asked, "Ruth, what do you feed your chickens? Do your chickens go in water?" More pictures were brought in. Some children went to the library table and looked for pictures and stories of animals. Some drew pictures of their pets. Others made clay images. They were not content to make the animals but wanted to build a place for them and so it was planned to build a farm on the floor. The children in this class lived in small towns near rural districts so they had a sufficient background to appreciate the farm. To them a farm activity provided an abundance of possibilities.

The children divided into groups and each group had its own responsibilities for something. Plans had to be made. The following are a few of the situations which required them to make and carry out their decisions:

What is needed?

What buildings are found on a farm?

What animals are seen on the farm?

Should paper or wood be used to construct our farm?

How large should the buildings and animals be so as to be in proportion?

How should the fences be made?

Should we make rabbit hutches?

Is a silo needed?

Who will make the farmer?

Of what could we make the animals or should we use toy animals?

Should we bring in some real soil and plant some seeds?

Many children told about experiences on the farm in connection with planting, weeding, cultivating, harvesting, and so enlarged the knowledge of the whole group. A great deal of material unclassified and unorganized was brought to school. The class made a list of foods in which milk was used. They brought in pictures of cows, rabbits, horses,

hens, lambs, dogs, goats, windmills, barns, silos, fruit trees and gardens. Pictures were also collected to show plowing and planting, harvesting, filling silos and stacking hay. After the children had seen many pictures and books they were easily led to discuss the value of milk. The children's interests concerning the farm were developed together.

The teacher had only to initiate the work about milk to have individuals and groups respond. How is butter made? How do we get cream from milk? How is cheese made? How many cups are there in a quart? How much milk should a child drink each day? How much milk does a goat give each day? What is skimmed milk?

In the children's questions about milk and interests relating to it the teacher had an opportunity to help the children observe, and acquire knowledge about the value, production, and distribution of other foods. Many questions about the uses and sources of food were asked by the children:

- What foods must be cooked?
- Why can't we drink ocean water?
- How much bread should we eat?
- How many kinds of bread are there?
- What foods are made with flour?
- How does grain get to the mill?
- How does flour get to the bakery?
- How much meat should we eat?

The children had some first hand experience in selecting proper diets.

After discussions about spring wheat and winter wheat, we decided to plant some seeds. Here we were lead into a study of soils, as one child was not content to plant seeds in sand only. Several kinds of soil were used and the seeds were watched for weeks. As we prepared our soil for planting the seeds, we contrasted our methods with those of the farmer who plows and harrows the ground before planting. One child was chosen to water the seeds, and from his questions grew our study of the effects of sun, light, temperature and rain on wheat fields.

Interest in the bakery grew from the planting of our wheat. We made a visit to the bakery. We were shown the immense

bread mixer and troughs in which the bread rises; the large ovens and how they are heated; the paddles by which bread and cookies are taken from the ovens. We wrote a "thank you" letter to the people who were so kind to us at the bakery.

At Thanksgiving time we decided to do our own baking. We all went to the home-making department, where we made our own gingerbread men for our party. The children took much delight in following the recipe and in seeing the cookies bake in the oven. They received much satisfaction in taking the cookies home to their parents.

We were not learning about farm methods alone: we were beginning to realize the value of one person's work in relation to the rest of the group. This taught the children to realize their own responsibilities toward other people. The children gained some idea of the labor in planting, cultivating, harvesting vegetables and grains. This gave them a better understanding of the source of the food they use on their tables at home.

While the children were actually engaged in working out their purposes they found it necessary to cooperate. Often there was a failure to cooperate in the best manner, but there was plenty of practice to develop the ability to work well in a group. There was opportunity for the child to gain skill in handling scissors, paint, paste, and other materials. The child had to be prompt, courteous, and respectful to the rights of others. He shared his possessions and pleasures with others.

This provided an excellent time for teaching the farm because all through the harvest season the children saw how everything culminated in gathering grains, fruits, and vegetables for the Thanksgiving celebration.

Our geography studies on grains, vegetables, fruits, sugar, meats, minerals, and even seasons, weather, and occupations have arisen from our farm activity.

The teacher must discriminate between experiences that are valuable for children and those which are not. She must be willing to let the children raise and solve their own problems. However, in her preliminary

analysis the teacher must make sure that the activity will be rich in leads to other valuable learning situations. Our farm units were the center around which revolved many interesting activities, some of which grew out of the farm study, but which became more or less independent units in themselves.

When the teacher assumes an unquestioning authority and does not give her pupils the opportunity to work out his own problems, the result is never a rich and worthy life for the child. The child is hindered by the wishes and authority of one instead of helped by and adjusted to the opinions and rights of all.

Children may wish to study things far beyond their comprehension and they do not have the judgment and experience to decide wisely of what the curriculum should consist. The teacher must help organize the many details under a large unit and thus eliminate the waste of time. The teacher

must have a large view of the activity and make each step in the progress full of meaning to the child. Children can easily be led to want to know what is desirable for them to know. The teacher's wider experience and knowledge are sufficient to warrant teacher initiative. In many cases the child working under teacher guidance utilizes the best there is in the pupil-teacher relationship. Probably if the teacher had not initiated the interest in the reading and listening to poems and stories about the baker, the farmer, the miller, the grocer, the wheat seed and the cow, the children would have missed this joy.

One of the big tasks of the school is not only to follow the natural interests of children, but to lead them into new interests whose fascination they might never have discovered by themselves. We must teach children how they themselves may acquire new interests, carry their purposes to completion and evaluate the results.



Steck School, Denver, Colorado

Kindergarteners actually made jelly last fall.

The Closing of Kindergartens

MATILDA REMY

Director, Page Memorial School, Wellesley College, Wellesley, Massachusetts

THE sword hangs by a thread over the kindergartens in many small communities throughout the United States and this fact ought to stir us to action in a constructive way. Perhaps one of the best means of helping is through the circulation of information regarding methods of procedure in places where the kindergartens were threatened and where they stood the test and came out victorious. For this reason a few facts about Wellesley might be of value since Wellesley, Massachusetts, was one of the communities under the economic fire of the School Committee.

The School Committee's report was published in *The Townsman*, the Wellesley newspaper, on February 10, 1933, under the heading, Drastic Curtailment Suggested by School Committee. Among other items in this report listed for curtailment was the suspension of all kindergartens including seven teachers.

The following week *The Townsman* published the report of the Parent-Teacher Association under the heading, Curtailment of School Budget Not Favored. This association requested an addition to the school committee's budget. The Parent-Teacher Association had been at work through the various schools sending home questionnaires and making many individual contacts. From their report I quote the following:

"While appreciating fully the importance of reducing public expenditures at this time, we feel that the schools should be the last place, and certainly not the first, to make the savings.

Also,

"We feel that the elimination of the kindergartens, the closing of the John D. Hardy school (which was one of the proposals of the School Committee), and the curtailment of other school features is too high a price to pay for the relatively slight saving in the tax rate."

In this same issue of *The Townsman* appeared an article by a citizen of Wellesley under the heading, The Child Today and Tomorrow. From this article I quote the following:

"Less than half the story is told when it is said that money is saved by taking the kindergarten away from the child. Even to the interested economist there is another side to the problem. Many studies have been made which show that the per cent of retardation in the grades is decidedly lower for kindergarten children than for non-kindergarten children. In dollars and cents alone this is a great saving. The kindergarten has become a vital part of the educational system and should be considered as indispensable as the first grade or any other grade. It promotes the mental, emotional, social, and physical welfare of the child and develops a reading and number readiness which makes for success in later school life.

"The kindergarten is such an acceptable part of the public school system now, that communities which do not furnish this unit of education in their public school systems are less sought after as residential centres." (Property owners take notice!)

THE SEQUEL TO THE STORY FOLLOWS

Wellesley is one of the few towns in the United States still maintaining a Town Meeting form of government. This annual Town Meeting was held Monday and Tuesday evenings, March 13 and 14, in Alumnae Hall, Wellesley College.

The school business came up for discussion on Monday evening. At this meeting 1500 registered voters were present and it lasted from 7:45 until 12:30. The School Committee's report was not called for until a late hour but the 1500 voters remained.

In the discussion which took place after the report was given not one voice was raised questioning the value of the kindergartens. Their value was an accepted fact.

(Continued on page 489)

NEWS FROM HEADQUARTERS

MARY E. LEEPER

THE SUMMER ROUND-UP

"The Summer Round-Up of the Children" is a campaign fostered by the National Congress of Parents and Teachers. The purpose is to send to the entering grade of school, whether it be kindergarten or first grade, children as free as possible from remedial defects.

The ultimate goal is to educate parents to the need for early periodic examinations of their children by the family physician and dentist to insure correction of hampering defects which might not otherwise be discovered until the child entered school. Teachers wishing further information concerning this movement may secure it from: "The Summer Round-Up of the Children," The National Congress of Parents and Teachers, 1201 Sixteenth Street, Washington, D. C.

HISTORICAL MATERIAL

Over half a century ago, on September 1, 1878, the first Free Kindergarten of the Pacific Coast was opened at No. 64 Silver Street, San Francisco, California.

Kate Douglas Wiggin, who may be regarded as a pioneer of the Free Kindergarten movement of the West, wrote many pamphlets on the kindergarten and on the kindergarten in the west. Complete sets of these pamphlets and also of those written by her sister, Nora Archibald Smith have now been bound and presented, by Miss Smith, to the Department of Education of the University of California at Berkeley, California, where they are now available to those wishing to verify facts concerning the early development of the kindergarten in the west.

INSTRUCTIONAL FILMS

A new catalogue of educational talking films has just been issued by the Erpi Picture Consultants, Incorporated, 250 West 57th Street, New York, N. Y. Each picture is described with illustrations from the film, and suggestions for its use at various grade levels are included. Some of the material developed is from the fields of Natural Science, Physical Science and Music.

These same films may also be secured in silent form and used with silent projectors.

CONVENTION PLAY TIME

Because of the unusual location of the 1933 Convention City the opportunity to enjoy recreation in the mountains is offered to the delegates. Therefore, the part of the convention program known as Delegates Day or All State Night will be omitted and a drive to the famous Red Rocks and supper there will be substituted.

No formal participation by the state groups will be expected but it is hoped that many groups will add to the enjoyment of the evening by the singing of informal songs.

BRANCH DELEGATES

Delegates cards for the Denver A.C.E. Convention have been mailed to each Branch that has sent in dues for 1932-1933. Each State Branch is entitled to one delegate. Each Local Branch is entitled to one delegate for every 25 members and one delegate at large. Insist that your delegates have these cards with them when they register at the Denver Convention.

ANNUAL BRANCH REPORT

Please see that the report blank sent to your Branch with the May *Branch Exchange* is returned to Headquarters promptly. Your help in this matter will assure us a complete and accurate Branch report for the Convention.

NEW BRANCH

It is a pleasure to welcome into the A.C.E. this Branch which has recently affiliated with the Association for Childhood Education: Tampa Primary Council, Tampa, Florida.

VACATION COURSE IN EDUCATION

The City of London Vacation Course in Education is to be held from July 28th to August 11th, 1933. The course offers to American teachers a most interesting and enjoyable holiday in London, with Lectures on English Teaching Methods, together with visits to places of interest, meetings with distinguished men and women of the day, and a delightful program of entertainments. Information may be secured from Hugh W. Ewing, M.A., Montague House, Russell Square, London, W.C.I. England.

Conference on the Educational Status of the Four and Five Year Old Child¹

MARY M. REED

Assistant Professor of Education, Teachers College, Columbia University, New York City

About three hundred and fifty teachers in the field of Kindergarten-First Grade education attended the conference called by Professor Patty Smith Hill at Teachers College on April 21st and 22nd.

The first meeting of the conference was held on Friday afternoon and all college classes were dismissed in order that students might attend it. Professor Hill acted as chairman. The topic for discussion was, "Education as it Might Be." Miss Elsie Ripley Clapp, Principal of the Ballard School, Louisville, Kentucky, was the first speaker. Miss Clapp described an experiment in community living in a rural school and showed pictures of the varied activities of home and school life—a situation which plainly embodied some of the Utopian ideas advanced by Dr. Dewey in his address. Dr. Paul Mort, Director of the School of Education then introduced Dr. John Dewey who described his conception of an educational Utopia. In this Utopia large factory-like schools have been abolished and children are gathered together in centers of education which are like well-furnished homes. Here they associate with more mature people who direct their activity. Education in this Utopia is a community undertaking bound up with the processes of living, industrial and political. It is not a separate enterprise. This extremely interesting and stimulating conception will be available to all teachers of education as it is shortly to be published by the John Day Company.

After the meeting the members of the Kindergarten-First Grade Department were hostesses at a tea held in the Kindergarten Room. This informal gathering proved to be one of the most interesting features of the conference as it gave many people an opportunity to meet and discuss the conditions in their specific situations.

On Friday evening Miss Margaret Holmes, Kindergarten Supervisor of New York City was chairman of a round table conference to discuss the practical problems of the present economic crisis. The keynote of this meeting

was the recognition of the importance of meeting the crisis through making a careful analysis of what the kindergarten has to offer and its justification as a part of public education. The outcome of the meeting was a forward look into what needs to be done for four-and five-year-old children. It was suggested that those in attendance should assume responsibility for the organization of further regional conferences of this type throughout the country.

On Saturday morning the topic for discussion was school budgets in relation to the education of young children. Dr. George D. Strayer, head of the Department of Administration in Teachers College, presided and showed keen insight into and sympathy with the educational program for children under six. Before introducing the speakers Dr. Strayer gave a brief and forceful statement of his own feeling with regard to the "economies" being put into effect by boards of education, in cutting out of the school system what they termed "frills." "Frills," he said, "apparently means all the latest additions to the school curriculum and eliminating them is comparable to ignoring the latest discoveries in medicine and returning to the old practice of blood-letting."

Dr. Joseph McGoldrick, Professor of Law and Jurisprudence at Columbia University was to have spoken on "The Economic Aspects of Educational Budgets," but he was summoned by President Roosevelt to Washington and was unable to attend the conference. His fine analysis of the present economic situation was ably presented by Dr. Strayer. Dr. McGoldrick stated that "The demand for economy has taken on the proportions of a public hysteria. . . . It is preposterous to argue that we cannot afford public expenditures that we have had. He analyzed the reasons for the present economic condition, a mal-distribution of national income, a surplus of economy. Those who honestly believe in economy in public expenditure are simply mistaken. They fail to realize that governmental expenditures flow into the stream of economic activity in the same way that private expenditures do, that to reduce

¹ Teachers College, Columbia University, under the auspices of the Department of Nursery School and Kindergarten-First Grade Education.

them is to contribute to the slowing down of economic activity which has been our besetting problem since 1929." He spoke of "economy" measures such as the enlarging of classes as a sacrifice of the development of the individual child and said, "The community will pay and pay dearly for economies of this type."

The next speaker was the superintendent from the city of Pittsburgh, a city which has adjusted its budget without eliminating the kindergartens. Dr. Ben G. Graham began by giving statistics as to the number of states and cities eliminating kindergartens, these statistics being somewhat encouraging in that they showed that *so far* the closing of kindergartens has been regional rather than spread over a large area. Dr. Graham offered as his outstanding suggestion for the balancing of the kindergarten budget, that kindergarten-first grade work should be considered as a unit, that all teachers be trained to teach both age groups and that a better division be made of the kindergarten teacher's time. In the discussion that followed the question was raised by Dr. J. Cayce Morrison, Associate Commissioner of Education for New York State as to whether, as a temporary measure, the four-year-old kindergartens might be sacrificed in order to continue the five-year-old kindergartens. Opinions with regard to this varied and were more or less dependent upon differences in legislation. The general feeling of the conference was that it would be necessary to look more closely into present legislation before making any definite statement, but that the general educational program would be blocked by eliminating the work with the four-year-olds. Professor Hill emphasized the importance of increasing rather than lessening the school's responsibility for young children and predicted that the time would come when public schools would assume responsibility for children younger than four years, as well as extending the program of parental education.

The meeting adjourned for the luncheon which was held in the dining rooms of Whittier

Hall and attended by over three hundred members of the conference. The luncheon offered excellent informal opportunity for discussion of the question raised in the preceding meetings.

At two o'clock the afternoon meeting opened with Dr. Mary Reed as chairman. The topic of the meeting was a forward looking one—"Education, the Future, What Can We Do About It?" The first speaker was Mr. Willard D. Beatty, Superintendent of the Bronxville Schools, who spoke on "Reconstructing Public Opinion." His theme was that education should and *can* be made a community undertaking but in order to do this educators must use some of the same techniques as those employed by advertisers of commercial products. He indicated the ways in which the Bronxville Schools have challenged public interest and educated their community.

With the present situation the Bronxville Schools have had to meet the demand for economy, but Mr. Beatty expressed full confidence, that, because of the intelligently informed community, present adjustments in the school budget would only be temporary.

Dr. Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education, United States Office of Education, Washington, D.C., then discussed the laws governing the establishing and maintaining of kindergartens in all the states, and gave practical suggestions for reconstructing legislation. She emphasized the vital importance for teachers of informing themselves with regard to laws of their particular state, city, or district, as a preliminary to action.

Professor Hill closed the conference with an inspiring description of the pioneer work of the kindergarten and a plea for the return of the spirit of service which made of the early kindergartens true community centers and agencies for public welfare.

Miss Julia Wade Abbot, president of the Association for Childhood Education proposed a vote of thanks to all those who had made the Conference possible.



The virtues are not poured into us, they are natural. Seek, and you will find them; neglect, and you will lose them.—*Chinese Wisdom.*



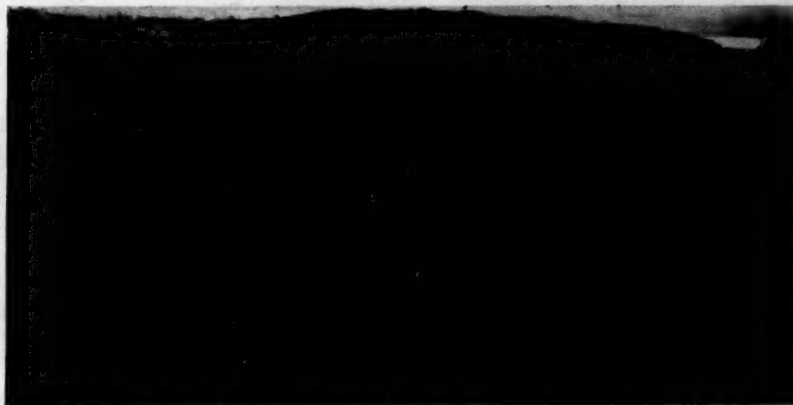
Amphitheater of the Park of the Red Rocks.

The 1933 Convention

DENVER, a city of 300,000 in population and the largest metropolis between Chicago and San Francisco, is well named the Queen City of the Plains. Situated on a plateau, a mile above sea level, it commands an unbroken view of the Rocky Mountain range for more than two hundred miles. This range is only a fifteen-mile drive from the city. Here canon roads lead easily and quickly to those mountain resorts which have given Colorado a national reputation as a great vacation land. Grand Lake, Estes Park, Cripple Creek, Leadville, Mount Evans, Colorado Springs, Pike's Peak, and dozens of other famous

places offer possibilities for one-day pleasure trips for the tourist making Denver his headquarters.

Educationally, too, Denver maintains a conspicuous place on the map of the United States. Its eighty schools, enrolling 63,000 pupils, include twenty-eight beautiful buildings erected during the past ten years. Three of these are large senior high schools built to house more than two thousand pupils. New elementary school buildings include many of the platoon type. Exhibits of primary activities will be on display in several of the elementary schools during the convention.



Here we will have our picnic luncheon.

Fortieth
ANNUAL CONVENTION
OF THE

ASSOCIATION FOR CHILDHOOD EDUCATION
Nursery—Kindergarten—Primary

International Kindergarten Union
Founded 1892

National Council of Primary Education
Founded 1915

DENVER, COLORADO

JUNE 28-JULY 1, 1933

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EDWINA FALLIS, 414 Fourteenth Street, Denver, Colorado

PRELIMINARY PROGRAM

DENVER, COLORADO

JUNE 28-JULY 1, 1933

WEDNESDAY, JUNE 28

MORNING, 9:30 to 11:30

Business Meeting

Committee of Nineteen.....Lucy Wheelock
Extension.....Margaret Cook Holmes
Science.....Verna Lewis
Teacher Training.....Winifred E. Bain
Nursery School.....Patty Smith Hill
Parental Education.....Marie Belle Fowler
Records and Record Keeping...Ruth Andrus
Foreign Correspondence...Jane H. Nicholson
Literature.....Mary L. Morse
Cooperating Committee, White House Conference.....Edna Dean Baker

Appointments:

Committee on Time and Place
Committee on Resolutions
Invitations for 1934 Convention

AFTERNOON, 1:30 to 4:30

Group Conferences

Group I

The Conference Period in an Activity Program

Group II

Reading Disabilities

Group III

Creative Response to Music

EVENING, 7:45

First General Session—Topic: "Education and Present Day Needs"

Speakers:

- A. L. Threlkeld.....
Superintendent of Schools, Denver
 Rollo Reynolds.....
Teachers College, Columbia University

THURSDAY, JUNE 29

MORNING, 9:30 to 12:00

Visiting Schools
 Viewing School Exhibits, Followed by Group Discussion

AFTERNOON, 12:30

Luncheon

"Professional Use of Our Magazine, CHILDHOOD EDUCATION"

Presiding, Mary Dabney Davis, Chairman of the Board of Editors

3:00

Officers and Delegates Visit Commercial Exhibits

EVENING, 7:45

Second General Session—Topic: "Preserving the Morale of the Teacher"

Speakers:

- Elizabeth Hall.....
 Assistant Superintendent of Schools, Minneapolis, Minnesota
 Patty Smith Hill.....
Teachers College, Columbia University

FRIDAY, JUNE 30

MORNING, 9:00 to 11:00

Third General Session—Topic: "Meeting the Present Emergency in Education"

Chairman.....
 Margaret Cook Holmes, Chairman of Extension Committee

Speaker:

- Frederick M. Hunter.....
Chancellor, University of Denver

11:00

Conference of Branch Delegates
 Chairman.....
 Mary Leeper, Executive Secretary

AFTERNOON, 1:00

Committee Luncheons

College Luncheons

(Those wishing to arrange such Luncheons may write to: Edwina Fallis, 414 Fourteenth St., Denver, Colorado)

3:00

Conferences by Appointment with:

National Officers
 Committee Chairman

EVENING, 8:00

Fourth General Session

Musical Program

Address: "The Child and the Poet"

SATURDAY, JULY 1

MORNING, 8:30

Memorial Service

Report of the Necrology Committee, Stella Wood, Chairman

9:15

Annual Business Meeting

(All delegates expected to be present)

Election of Officers

Reports of Committees:

- CHILDHOOD EDUCATION,
 Circulation.....Sarah A. Marble
 CHILDHOOD EDUCATION,
 Advertising.....Frances Berry
 Commercial Exhibits.....Mary Leath
 Sales and Publications.....
Dorothy Cadwallader

Report of Secretary and Treasurer

Report of Executive Secretary

New Business

Report of Committee on Time and Place

Report of Committee on Resolutions

Report of Committee on Credentials and Elections

AFTERNOON AND EVENING

Play Day

Drive through Mountain Parks

Program of Indian Music and Indian Dances at Red Rocks

Supper at Red Rocks

EXHIBITS

Wednesday to Saturday, Inclusive—
9:00 A.M. to 6:00 P.M.

Commercial Exhibit

Modern equipment and supplies suited to the needs of the nursery, kindergarten, and primary grades will be on display in the exhibit room of the Brown Palace Hotel, Convention Headquarters.

Art Exhibit

An interesting exhibit of children's art work, arranged by *Edwina Fallis* of Denver, will be located in the Commercial Exhibit room.

LIST OF HOTELS—DENVER, COLORADO

Hotel	Single with Bath	Double with Bath
Brown Palace.....	\$3.50-\$4.00	\$6.00-\$7.00
Cosmopolitan.....	\$3.00-\$5.00	\$5.00-\$8.00
Shirley-Savoy.....	\$3.00 up	
Auditorium.....	\$2.00-\$3.00	\$2.50-\$4.00
Colorado.....	\$2.00-\$2.50	\$2.50-\$3.00
Erhard.....	\$1.50	\$1.75

Y.W.C.A.—

Rooms without Bath: Single \$1.50, Double \$1.00 each
Please make all reservations directly with Hotels

SPECIAL RAILROAD RATES

Special rates of one and one-third fare on some lines and one and one-half on other lines, for the round trip, will be available to members of the Association, provided 100 members attend the convention and secure certificates. A CERTIFICATE not a receipt, must be secured from the ticket agent, when ticket is purchased. Immediately upon arrival in Denver, the certificate must be deposited with the Chairman of Transportation, Registration Headquarters, Brown Palace Hotel.

In some cases lower rates can be secured by

using the summer tourist rate. Consult your agent, well in advance, concerning the best ticket to use when you attend the convention.

REGISTRATION

Registration will open Tuesday, June 27, at 4:00 P.M. Bring postcard receipt for 1932-1933 membership with you and avoid delays when registering.

Those not members, who wish to attend the convention, may register by the payment of annual dues, \$1.00, at the time of registration.

Keep and wear your badge, secured at the time of registration. This badge serves as your admission ticket to all sessions of the convention. Badges are unnecessary for the evening sessions which are open to the public.

REPORT OF THE NOMINATING COMMITTEE

President

Edna Dean Baker,

President, National College of Education,
Evanston, Illinois

Vice-President Representing Nursery Schools

Amy Hostler,

Director, Nursery Schools, Western Reserve University, Cleveland, Ohio

Vice-President Representing Kindergartens

Frances Berry,

Supervisor, Baltimore Public Schools, Baltimore, Maryland

ABIGAIL ELIOT

MRS. ERNEST HORN

RUTH STREITZ

MARGARET TRACE

MARJORIE HARDY, *Chairman,*

Nominating Committee.



(Continued from page 463)

sity Nursery School during the summer session and appeared regularly everyday "for the training, in order to become more useful to Parents' Co-operative."

Certain trends are beginning to show themselves. The county hospital, for example, is planning to send, for observation, a graduate class of nurses each quarter. This observation will be interpreted by means of lectures on nursery school technique and moving pictures of nursery school activities and will constitute part of the course in pediatrics. Parent education leaders have expressed a desire to see the

school tied up with pre-parental work. The parents themselves believe that the school is first, last and all the time for the parents and, through the parents, for the children. Through the school they are learning that what they are as people, conditions all they do, and that a wider, richer and intelligently equipped environment is a matter for study and co-operation. No single home can give materials, child playmates, and varied personalities, and do this with a wisdom to equal that provided by students of child and family life. And then, too, after all, isn't it fun to go to school to plan and work and play together?

BOOK REVIEWS

Editor, ALICE TEMPLE

How young children learn.—Regardless of decreased output in many lines these days the production of books on Child Psychology shows little signs of lagging. But it is interesting to note that the character of the books is changing. A few years ago there were plenty of so-called semipopular books addressed to parents, but students had to work laboriously through innumerable articles in periodicals to get scientific data. Of late more and more of these data have been made available to them in summary and systematic form.

Miss Wagoner has performed this difficult task with thoroughness and judgment in the field of learning.¹ Scarcely an important reference has been neglected in her chapters covering methods of learning, equipment for learning and maturation. Furthermore she has very successfully and intelligently assembled the most authoritative scales of normal development, explaining discrepancies between them and, when possible, combining them into composites.

For the test the strength as well as the weakness of her book lies in the fact that Miss Wagoner knows the child chiefly in the nursery school situation. It is there that she most fully envisages the important factors in training and the best methods of handling special difficulties. She draws on a wealth of significant material to make her points clear.

For this reason her best chapters are on learning to control the body and respond to other people. The chapters on elimination and learning to sleep and eat are especially good in regard to management during nursery school years, and these after all are important ones in the forming of such habits. The chapters on emotional control and learning to talk are less satisfactory because development along these lines takes place so largely in the home, influenced by factors which perhaps are too numerous and complex to be evaluated within the scope of this book. One feels that here and in the "development of ideas" chapter the information is less direct, the interest of the author

less keen. The brief discussion of the growth of concepts of time, place, number and self utilizes only a part of the material available and omits some important studies, such as those of Baldwin and Stecher, and Douglass. Perhaps it is only because the other sections are so exhaustive that one notices the gaps here.

The book should be valuable and interesting to any student of child psychology, not only for the information it makes so intelligible and for the practical suggestions, but also for its well sustained thesis that development is a continuous and unified process operating always according to known principles. Such a student will appreciate too the well selected list of reading references given in the appendix.

MARY A. M. LEE
Chicago

How to be progressive.—When one starts out to write a book on *The Technique of Progressive Education*,² he sets himself a hard task. Those who have an intimate knowledge of the practice and publications of the schools which are represented in the Progressive Education Association are aware of the unsettled state of the philosophy and practice in "progressive" schools. There is not even agreement as to what it means to be "progressive." Courses of study show little unanimity with respect to either goals or grade placement. Learning and teaching procedures are no less varied, ranging as they do, all the way from exceedingly formal to ultrainformal, and from the superbly effective to worse than ineffective.

The reviewer opened this volume with some hope that it might separate the wheat from the chaff and bring some harmony out of the existing chaos; or, failing in this, that it might prove to be a useful compendium of the best practice in "progressive" schools. Both of these hopes were largely dissipated by the end of the first two chapters. The author does not seem to understand the limited but useful part which "progressive" schools have played in the educational progress of the last twenty-five years.

¹ Lovisa C. Wagoner, *The Development of Learning in Young Children*, New York: McGraw-Hill Book Company, 1933. Pp. xiv + 322. \$2.50.

² A. Gordon Melvin, *The Technique of Progressive Teaching*, New York: The John Day Company, 1932. \$2.95.

There is no concise statement of the various issues which are involved in the "progressive" movement. And while the book contains sections on almost everything from general philosophy to the way to dismiss a class, it falls far short of giving an adequate picture of the best practice in "progressive" schools. Indeed, in spite of the frequent quotations from the publications of "new" and "progressive" schools, the book gives as inadequate a view of these schools as of the best "old" schools. The result is that the discussions seem to pertain very little to the realities of either.

The book is inferior in critical thought to the best of the publications from which it quotes and does not reach the levels of the best current periodical literature, such as *Progressive Education*. It abounds in the extravagant and unfounded claims which characterize the writings of the less critical of the "progressives." A few quotations and comments will indicate the nature of the treatment and its limitations. Let us begin with the delusion regarding the recency of the ideas and practices which are found in "new" schools. "The progressive movement is but now taking shape and form, and many of the problems involved in its development are only now becoming clear." (P. 4) On the contrary, the movement has been under way for a long time, and there are many discernible problems of a crucial nature which are ignored or evaded in this book. Consider now the definition of "progressive." "If the word 'progressive' means anything that is worthwhile, it means truly scientific in the sense of being willing to face truth, long known or newly discovered and acting upon it." (P. 8) No doubt "progressive" schools have displayed many admirable qualities, but their utilization of scientific data and methods has certainly not been prominent among these.

What characterizes "new" or "progressive" teachers? "Such teachers are in direct line of descent from Pestalozzi, Herbart, Froebel and Dewey. Let those who would cast stones at these men cast them at the new teacher, . . ." (P. 8) One can read the entire book without forming a very clear picture of this new teacher, excepting that she "is no longer the type so ignorant, untrained, and inexperienced that a foreman-supervisor is necessary to control her and keep her in order. The new teacher is an artist. . . . She loves her work and is absorbed in it. To her it is an adventure. 'Teaching is so exciting,' she says." (P. 9)

The nature of reality and of the school is

erroneously conceived. "The concept of the real life situation is in harmony with the concept of the school as a miniature community." (P. 98) This is very misleading. The school is not a miniature community but a specialized institution. It may select, for purposes of education, certain activities or values from the community. But no grade in any school reproduces, even in rough outline, the chief and essential life situations of any community.

While there is a great deal of emphasis on the interests and needs of children, no attention is given to the investigations which have sought to discover these interests and needs; and although the author stresses the importance of guiding the child's interests into desirable channels, he presents no norms which can be used in such guidance. Since "subjects" are apparently anathema to the author, it is not surprising that little attention is given to them. But certainly one should expect to find a critical and scientific treatment of the place and limitations of children's needs and interests in curriculum making. On the contrary, the treatment is superficial and full of examples which seem strangely foreign to the actualities of child life, as, for example, when it is proposed that "a kindergarten teacher might take children to visit one of the large ocean liners to create real life experiences which serve as beginning points for the child's units of conduct, . . ." (P. 99)

The chapters dealing with the curriculum are inadequate from any point of view. There is no mention of the scientific analyses of the social needs of children and adults which have done so much to improve curricula during the last twenty years. Nowhere is there to be found a succinct statement of the specific goals to which the curriculum should lead or of the means by which the child is to reach these goals. The chart on the "eternal triangle" (the teacher, the child and the curriculum, pp. 114-115) is particularly confusing.

The concrete illustrations, which constitute the most useful part of the book, fall far short of representing the best practice in "progressive" schools and are often related to the accompanying discussion in such a way as to be misleading.

According to the foreword and Chapter I, the book is intended for the use of classroom teachers, so that even when the schools and supervisors are old-fashioned, the teachers may make their own classrooms "progressive" by applying the methods which are suggested. It is possible that a mature and well-educated

teacher might get some useful hints from certain of the illustrations, but the beginning teacher would probably be confused rather than helped. The book is of little importance as a contribution to the literature of the movement which it treats.

ERNEST HORN
State University of Iowa

Contributions from the Cooperative School for Student Teachers. A series of four pamphlets recently published will be of interest to teachers of children under seven years of age. The first of these¹ is concerned with children's use of blocks. The author, Miss Johnson, shows, through illustration and description based on carefully recorded observations of the play of many groups of children, the steps through which children pass in their use of blocks from mere handling and carrying to rather elaborate patterned arrangements. Miss Johnson's purpose and general point of view is suggested in the following quotations from her book:

"I have tried to present in these pages the use of blocks as a medium of expression and to give a glimpse of the ideas and feelings expressed by children from two to six years of age." (P. 5)

"Blocks in these early years are comparable to such plastic material as crayons, paint or clay, and their use is dependent upon the impulse which is influencing the young builder." (P. 6)

"The really dramatic quality about these young builders is not their mastery of technique

but their attitude toward the material. It is essentially that of the artist. Even when they do representative building it is the essence, not the bald form, that they make alive." (P. 39)

"For the most Part I have emphasized what I have called the use of blocks as art material rather than their use in dramatic reproduction—the play with form and balance in their use, rather than with representation and utility." (P. 47)

"We have not realized sufficiently the richness of this kind of play material on the one hand, nor the richness of children's imagination on the other." (P. 47)

The other three pamphlets² contain stories of the "here and now" type. They are all edited by Mrs. Mitchell and she is the author of fourteen of the thirty-three stories which the three books contain. A set of ten or twelve illustrative photographs for each of the books may be purchased for the small sum of twenty cents a set.

While these stories have been written primarily for New York City children a large number of them may be used to advantage with children of any other city. As with any such collection the teacher must select and adapt with reference to the needs and interests of her particular group of children. On the whole the three little books together with their illustrations constitute an interesting and valuable addition to the limited store of realistic literature for the youngest children.

ALICE TEMPLE

¹ Harriet M. Johnson, *The Art of Block Building*. Cooperating School Pamphlets, No. 1. New York: The John Day Company, 1933. Pp. 47. \$0.50.

² *Streets*, No. 2, *Boats and Bridges*, No. 3, *Trains*, No. 4. The Cooperating School Pamphlets. Edited by Lucy Sprague Mitchell. New York: The John Day Company, 1933. \$0.20 each.



(Continued from page 479)

One of the members of the School Committee stated that the only reason they had seized upon the elimination of the kindergartens as a means of cutting the budget was because they were the first units in the educational system. This was not sound reasoning, however, for upon that same score the first grades in school systems not having kindergartens would then be the first to be closed as an economy measure.

Vigorous speeches were made by prominent and influential men. One citizen say-

ing, among other things, that it did not seem commendable to balance the budget by robbing the children.

Another citizen stated that he did not purpose having his children pay the price of the depression and that he should not think that any man or woman present who had children in the schools would vote for the curtailment which the School Committee proposed.

THE RESULT OF THE VOTE WAS OVERWHELMINGLY IN FAVOR OF A LARGER AMOUNT WHICH MEANT THE RETAINING OF THE KINDERGARTENS.

AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

Child Development in its quarterly issue of March describes a number of studies in the pre-school field. A *Study of Social Development In Early Infancy* by Katharine M. Bannham Bridges is a report on a study of sixty-two infants from three weeks to two years old, observed to secure data as to their "behavior reactions and of the situations in which these occurred, special attention being paid to responses to social or emotion-producing situations." This article deals with the social responses and carries a note that the emotional ones will be discussed later. The children observed were institutional children and the author comments on the opportunities which this fact presents as follows:

"It is more than likely that 'institutional children' do not develop normally in the sense that they do not grow up exactly like the 'average child,' however that may be. But this does not mean that they must necessarily be subnormal in all aspects of the personality. They may be slow in speech development and even lacking in some of the common motor skills. The ideational content of their minds is bound to be limited. Their cognizance of material objects will be meagre. But their social development may be quite normal or even precocious. Their practical judgment of how to get comfortably out of a difficult situation may be exceptionally mature. Emotional experiences will be slightly different from those of the child in the home; but some forms of emotional control may be prematurely developed."

The plan of observation is described and the opportunities for social contacts given, and then the development as observed is told somewhat in narrative form. A few of the conclusions given in summary will be quoted:

"Social development begins in relation to the adult. . . . Beginning as early as four or five months a conflict slowly arises between the desire for social attention and a dislike for the consequent interference with individual liberty. . . . Many adult performances are imitated by the one-year-old. . . . A re-

action against this blind following of grown-ups sets in at about eighteen months. . . . Social interest in other children begins a few weeks later than interest in adults. . . . Aggressive attacks are indulged in at this stage (fifteen months) for their own sake. . . . A group of three or more seldom forms and then only very momentarily, in a nursery of babies under two years of age."

The Efficacy of Visual and Auditory Distractions for preschool Children is Discussed by Lillian Poyntz. This comes from the Institute of Child Welfare, University of Minnesota. In introduction the author says "The effect of so-called distractions has long been disputed; first, in connection with their effect on reaction time and later in connection with their effect on the higher thought processes." Earlier studies in this field are reviewed and then the present experiment described. It involved 40 children in the Nursery School and 7 in the Kindergarten, the age range being from twenty-six to sixty-six months. The materials used and the method are fully described, only a few of the theoretical implications and conclusions will be quoted:

"It is of some theoretical importance that music, which has been found by other investigators to facilitate behavior, was found to have a facilitating effect on the preschool level. . . . There are a few implications, furthermore which might prove to of some practical value. If a mother has a definite task for her child to do, or if during such tasks as eating, bathing, dressing, and undressing, she turns on the radio or victrola she will get much better results; also if there are no toys or other interesting objects in sight with which he would want to play. Of course it is well for a child to be able to concentrate on what he is doing in spite of distraction. Perhaps the only way to attain a high degree of concentration is by building it up through practice in doing things while disturbances are going on."

In the same journal, Dorothy E. Bradbury, writing on *An Application of the Descouesdres*

Performance Tests to Fifty-seven American-Born Four- and Five-Year-Old Children describes this test in detail. It is the one given in the Jean Jacques Rousseau Institute at Geneva, Switzerland. 29 four-year-olds and 28 five-year-olds at the Iowa Child Welfare Station were observed and the writer concludes that the material is well adapted for their study but that it does not measure to any great degree the abilities measured by the Stanford-Binet.

Corporal Punishment as a topic of discussion keeps appearing from time to time. In the *Elementary School Journal* for March E. C. Bolmeier writes on The Law Governing The Corporal Punishment Of Pupils. This is a thorough presentation of the subject from many aspects. We will quote only its conclusion—"Trend of Punishment." "It is obvious that, although the common law authorizes the teacher to administer such reasonable, necessary, and proper correction as the welfare of the child may require, the meanings of the words 'necessary,' 'reasonable,' 'just,' 'moderate,' 'cruel,' 'excessive,' 'proper,' as applied to the punishment inflicted by the teacher upon a pupil, are ever changing according to the stage of civilization of passing generations and the ideas prevalent in men's minds." "An examination of the court decisions shows that each year fewer cases pertaining to corporal punishment are recorded even though the school enrollment is constantly growing."

But in the *Literary Digest* for March 18, is to be found the title "A Defense of Old-Fashioned Spanking." The article quotes from *Week's Science* where is reported a recent address to the Child Study Society of London, England, by Dr. F. C. Shrubsall, senior medical officer of that city's school system. He believes that "the most scientific way to punish a child is by an old-fashioned spanking." His ideas further differ from those usually expressed in that he thinks a spanking should be immediate and done in anger. "Dr. Shrubsall insists that anger is quite well understood by the child and has the proper effect, whereas later punishment accompanied by reasoning with the child is not understood." Pain is Nature's method and its effectiveness lies in its immediacy. He says, "Merely mental punishments, such as scoldings or arguments, are unnatural and relatively ineffective." From his point of view the discussion is somewhat academic since he says "There is probably no child psychologist in existence, who, having a child of his or her own, has never spanked it."

In *The New Era* for March, we find that Dr. Shrubsall's remarks are causing some repercussions in England. Writing under the heading Punishment, Isa D. Suttie says "There is no subject that awakens more prejudice than punishment," and then goes on to show how we are conditioned in our attitude toward punishment each by his own early experiences. "The person who has accepted punishment in youth feels that it has made him the glorious creature that he is; the person who has rejected it takes the side of the punished and is determined not to inflict it. The person of violent passions desires to retaliate on the evildoer, and the person who has a psycho-sexual strain of cruelty in his nature finds always reason why punishment—and above all, corporal punishment—should be upheld." Those who accept this point of view will certainly feel a necessity for careful scrutiny of themselves before becoming dogmatic on the subject of punishment. On the point sometimes made that punishment acts as a deterrent because it instills fear he says, "Real moral behavior and good feeling has no association with conscious fear or prudential motives of any kind." He distinguishes between various stages in punishment, and of the little child says "We must consider the child's total situation, and the importance of preserving for it a certain sense of security." Finally he says, "We have to realize that the problem has its complexities, that fixed rules are futile, and that in punishment, as in war (according to Napoleon), 'the moral is to the physical as four to one.'"

In *Education* for March, Frank C. Touton, Vice-President of the University of Southern California writes on Education in 1940. Looking backward over four decades he finds surprising changes which could hardly have been predicted, but nevertheless he makes the attempt to look ahead. There are certain features which he believes will be constant and which he discusses—they are: "growth in school enrollments and in the number of teachers employed in all levels of instruction, preparation of the teaching staff, purposeful education, school classrooms, methods of learning, use of moving pictures, student activity in the classroom, and equality of educational opportunity." Data are given for all these items since 1890. One of interest to kindergartners is that enrollments in kindergartens have increased from 32,000 in 1890 to 778,000 in 1930, with the prediction of 900,000 in 1940.

Under Purposeful Education he writes as

follows: "By 1940 our teachers will have moved far from the teaching of mere subjects. They will have accepted it as their responsibility to teach through directing student experiences with useful content. Teachers will realize more than now that mastery of subject matter is not an end in itself, but simply a means of bringing about desired ends." Concluding: "Soon after 1940 all elementary teachers will have four years of college training." Further; "Teaching in 1940 will consist in directing student experiences toward clearly defined objectives with appropriate content. Classrooms will be built and equipped with special reference to subjects taught within their walls. Methods of learning will consist of a conscious well-directed attempt to develop abilities of individual students, films will be used to present scenes in literature and history, and processes in physical and biological sciences. Students will be trained in organizing materials and making judgments in classroom activities. A clearer vision of the need of education in our democracy will lead in the direction of state-supported education and equalized educational opportunities through the secondary school period."

An exactly opposite point of view is to be found in the March issue of *Educational Administration and Supervision*, where Alonzo G. Grace, Assistant Professor of Education at the University of Rochester writes on *Some Expensive Fallacies in American Education*. With "What shall be salvaged?" as his introductory question this author attacks most of the ideas which progressive educators believe are worth while. Faced, as the schools are, with the necessity of retrenchment, he believes it would be wiser to cut services rather than to reduce each one and yet try to carry on. He says he is summarizing "The waste that results from high powered salesmanship of false educational theories" and as we study what he considers these are we find the first to be that, "Quantity is the index of success in education" and that he would limit educational opportunities." He says "Eliminate the incompetents, confine schooling to those who can profit by the experience, regard education as a privilege rather than an inalienable right, and rigidly select the material for each successive level of education." Also he suggests "Compulsory educa-

tion laws should be abolished." Perhaps it is as well that this fundamental criticism comes so early in his article that it must cast discredit on all his other strictures. One does not expect this type of sweeping elimination of what is a basic principle not only educationally in this country, but politically, even from a lay person, and that it should come from within the ranks is little short of astounding. Another topic heading is, "Let freedom ring" and of this he says, "Freedom is the factor in the educational system that has all but upset the traditional applecart." Again he writes of The Educational Cafeteria. The name indicates the point of view and it is to be expected that he is against it. Next he discusses the specialist, of whom he says, "Specialization has probably done more to narrow the vision than any other one factor in education." One concludes he is not a specialist, though a professor of education, since his vision seems from his own point of view at least, comprehensive and accurate. Lastly under the heading "The Child or The School," he says "Children must fit the school. If the school is wrong it is up to educators to rectify the mistakes. The more closely the school approaches a play ideal, the closer we are to complete disintegration emotionally." Perhaps his summing up of his educational philosophy in his statement of what he as a parent wishes for his children is worth quoting.

"As a parent, I want my children to know how to speak, read, and write the English language; to be able to understand the use of the fundamental processes of arithmetic; to know the meaning of hard work, of success, of failure; to learn that all men are not created equal; to discover that others have rights that must be respected; to learn that authority must be respected and rules and regulations obeyed; to learn that one may aspire to certain goals, but that these goals are not guaranteed by the school; to acquire habits of orderliness, system, neatness, thoroughness, to learn how to live; to learn the art of self-motivation; to know something about the economic structure of our country and to acquire certain appreciations of music and art."

RESEARCH ABSTRACTS

Editor, ELIZABETH MOORE MANWELL

When Should a Child's Sex Education Begin?

A useful and much-needed contribution to our knowledge of a young child's educational needs is a recent investigation by Dr. Katharine Hattendorf, which is one of a series of studies¹ in parent education which has just been published by the Iowa Child Welfare Research Station.

The purpose of this study has been to find out:

1. What material in sex education should be taught to parents.
2. What methods of teaching sex education to parents are effective.
3. How can one measure the progress which the parents are making.
4. What are the effects of the systematic education of parents on their practices and attitudes toward the sex education of their children.

The subjects of the investigation were 113 mothers having a total of 241 children, under Junior High School age, in two cities in Iowa. Their cooperation was secured through the members of a Child Study Club in one city and of a Parent-Teacher Association in the other city.

The procedure was as follows: Each mother was interviewed in her home in October of the year the study was carried on. At this time (the mother having previously signified her desire to cooperate in the study) a brief history of home relationships was obtained, a brief discussion of the benefit of early sex education was given, and a description of the sex education conference which was to come, with the dates of each of its meetings. The mother was also told that she would be asked to keep home records after the conference. The visitor also explained to the mother that by cooperating in the study she would have the opportunity for private consultation if she desired it, for assistance through parent guidance councils which were to come later, and for having reading lists

of available books and pamphlets on parent education.

The second step was the meeting of each mother in one of five group sections for the sex education conference. Each of these five sections in the conference met for eight sessions once a week in lecture and discussion from November to January of the same winter. The plan of these eight lessons was as follows:

Sessions 1 and 2: The meaning and scope of sex education and the necessity for early sex education, with special emphasis upon the development of a wholesome, casual attitude toward the subject on the part of both parents and children.

Sessions 3 and 4: The presentation of biological and physiological facts, with the necessary scientific vocabulary, lantern slides being used to clarify the lectures.

Sessions 5, 6, and 7: Outlining of a graded program of sex education, for

- a. Children under six years
- b. Children from six to thirteen years
- c. Young people from thirteen to twenty-one years

Session 8: Discussion of the sociological and psychological factors involved in connection with the attainment of emotional maturity and hetero-sexual adjustment.

The third step was the maintenance of these five sections or groups of mothers who had attended the conference in five parent guidance councils meeting once a month from January to June. The purpose of these council meetings was to guide and check on the records which the mothers were keeping in their homes regarding sex incidents which were arising and to develop materials and methods to meet their needs. Two "Home Charts" were used, which had been developed by the Women's Co-operative Alliance at Minneapolis, which organization had originated this study. Home Chart I was a teaching device to help the mother realize the status of the sex knowledge of the child whom she was observing. Home Chart II was a form on which individual incidents with reference to the child and sex might be listed, and the observations upon the

¹ Hattendorf, K. W., Ojemann, R. H., and others. *Researches in Parent Education*. I. Iowa City: University of Iowa Studies in Child Welfare, Vol. VI, 1932. Pp. 9-92.

progress of early sex education in the home might also be noted. The mothers were supplied with stamped envelopes addressed to Dr. Hattendorf and were asked to mail in the incidents as they occurred.

The fourth step was a follow-up home interview with mothers who needed help in filling out the home charts or who were not regular in attendance at the parent guidance councils.

The results of this year's program were as follows:

1. Of the 113 mothers who received the first home interview 98 attended the sex education conference of 8 lessons with an average attendance of 75 per cent. 80 of them also attended the later monthly guidance councils. 95 of them kept written records of sex incidents as they arose with their children at home or in the community. The continued cooperation of so large a proportion of the mothers is indicative of their interest in the year's program.

2. It was found that the attitudes of the mother toward instruction presented the following difficulties.

- a. Personal inhibitions of mother.
- b. Indifference or opposition of family (in several cases the father was definitely opposed; in several the mother had to proceed more guardedly because of the presence of a grandmother in the home).
- c. Indifference of friends or neighbors.

The difficulties toward subject matter for instruction were divided into

- a. Information mothers sought for themselves concerning intra-uterine growth, process of birth, necessary vocabulary, adolescence and marriage.
- b. Information as to how to transfer from mother to child the information needed by the child.

The difficulties centering in the method and techniques of instruction showed that the mothers were troubled as to whether instruction should be formal or informal, negative or positive, emphasized or casual, whether it should be postponed or given early, whether it should be given intermittently or continuously, as a duty or a privilege; and whether to initiate the instruction themselves or to wait for the child's initiation of it. They were especially concerned over the wisest methods of presenting

facts concerning physical sex differences, the process of birth, and the father's part in reproduction.

3. Of the 749 incidents regarding sex reported by the mothers during the year it was found that a large proportion of the children showed interest in sex, a marked interest appearing between the ages of five to nine years.

The children responded to the sex instruction but they did not dwell constantly upon thoughts of sex.

More girls than boys initiated incidents and girls initiated a greater number of incidents. But more intense interest appeared on the part of the boys resulting in more incidents per boy than girl. Parents initiated one-fifth of the incidents.

4. The earliest interests displayed by the children was in the organs of the body and their functioning, and in physical differences; this was followed as the children grew older by interest in the origin of babies, the coming of a new baby, and the process of reproduction.

5. It was found that the mothers reported many more questions about sex from their children after they, the mothers, had started on this course of study than before. The author states: "Sex interest shown so generally by these children evidences the need of a definitely formulated home program for mothers in sex education which they may follow in directing the sex interests of children during the formative years, so that each individual may be trained to recognize the vital place in life which sex holds."

6. It was found that the mothers used both daily home opportunities and unexpected community incidents in giving sex education to children. They tried to give instruction in a casual, incidental way which did not lead the children to discuss sex unduly. They sought to give instruction according to the mental ages of the child and according to the amount of curiosity he displayed; and they gave consideration to the environment and outside information which influence the sex education of even young children.

The following incidents, taken from the many pages of parent records given in this monograph may serve to show the reader the need of the child for sex information, and also to show that parents seldom need fear that the

child will dwell too long on the subject after they are once satisfied with the answer given to a certain question.

Boy (Age 7.) (Boy came to dinner with the two lower buttons of his play suit unbuttoned.)

Mother: (remarking casually when bathing boy at bed time): "You shouldn't take your penis out before other children."

Boy: "I don't, but Burton (9 years) told me they did up in that old barn and that they had fun. It was before you told me not to."

Mother: "Well, some boys think that funny, but there really isn't anything more funny about a penis than about an arm or a foot, is there?"

Boy: "No, they think there is because usually its covered up."

Mother: "Yes, I suppose that's the reason." Boy was ready for bed and subject changed.

Boy (Age 7)

Boy: (returning from Sunday School): "We have a new Sunday School teacher. Mrs. White is not going to be our teacher any more."

Mother: "Oh, Mrs. White is going to have a new baby, you know."

Boy: "How do you know? Is she growing fat?"

Mother: "No, she is just making room for the baby to grow inside."

Boy: "Oh!"

Boy seemed to be very happy . . . and went on talking about his new teacher.

Boy (Age 9) (Boy coming in from play)

Boy: "What is the belly button for?"

Mother explained to him the placenta and its function and how the cord is severed after the baby is born.

Boy: "How is the cord cut from the baby and the mother?"

Mother explained how the doctor cuts the cord and bandages the stub on the baby.

Boy: "Well, Adam and Eve were the only persons who ever lived who didn't have to have that cord cut off. Come on, Mom, put on your coat and overshoes and come down to

the corner to see the keen tunnel I just made in the snow."

Should We Believe What We Read in Child Development? The second² of the series of research studied in parent education (of which the study reviewed above was the first), deals with a subject which will be of interest to teachers as well as parents. It is a first report of a very comprehensive study which is being carried on at the Iowa Child Welfare Research Station on how one can evaluate material written on child development.

Space does not permit here a full summary of Dr. Ojemann's report, but perhaps its purpose can be suggested.

The author, with a staff of assistants and readers, has been reviewing all the literature which has been published on various subjects of child development, and has also been attempting to find out what aspects of these subjects have not been covered adequately by research. By comparing the various conclusion of research-workers on a given subject and also the opinions of writers on these subjects derived from semi-refined evidence standards are being developed by which additional material may be evaluated, unit for unit. "With the list of units before us, it is possible to take the material relating to the psychology of eating (for example) from any book, magazine article . . . or lecture, analyse the material into the units and then answer such questions as these: What units are discussed? What units are not considered? In what proportions of the units are the principles in agreement with the principles which the standard shows represent the best knowledge that is available at the present time? For those units in which the author disagrees with the standard, in what proportion is experimental evidence adduced? . . . If the author presents merely his opinion, does he warn the reader of this fact . . . ?"

Standards not only in the psychology of eating, but sleeping, elimination, play, and discipline have been worked out and will soon be available in published form. They will undoubtedly be in great demand by many interested in the education of children.

² *Op. cit.* Pp. 95-114.

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Shall the Youngest Suffer Most?¹

PATTY SMITH HILL

Professor of Education, and Director, Department of Nursery School and Kindergarten-First Grade Education, Teachers College, Columbia University, New York

ANY reasonable being can but realize the serious problem which boards of education and welfare organizations are facing in the distressing, but inevitable demand for cutting school budgets.

While children should be the last to suffer the results of wars and financial crises, for which they certainly are in no way to blame—even under the wisest adjustments to such distressing conditions, the youngest members of the family and state seem to have to share the economic anxieties and serious privations of adult society.

In so far as this cutting of budgets is done with intelligence, discrimination and justice, with undoubted evidences of having weighed and compared values in some of the eliminations which must necessarily be made in all educational programs of the future, school authorities deserve the confidence, sympathy and support of public spirited parents and teachers. But, when one whole age level—representing little children from four to six years of age—is ruthlessly, and often wholly cut out of the benefits of its share of the school tax, while elementary and high school boys and girls are either wholly protected, or only partially sacrificed, one's sense of justice and fair play is both shocked and outraged.

The pre-school period is one peculiarly susceptible to disease and the influences of emotional strain and criminal surroundings. More care instead of less should be provided for little children from homes of unemployment necessarily permeated with an atmosphere of emotional strain and a sense of insecurity.

It is a sad commentary on the intelligence

¹ As a contribution to the cause of primary education, this was published as a leaflet by *The Parents' Magazine*, 114 East 32nd Street, New York, N. Y.

and humanity of educational authorities in this so-called enlightened country, that with all the upheavals of revolution in Russia, and the poverty and chaos through which Austria has passed, they have provided *more* protection of infants and young children. The little ones have come first in their educational programs. Dr. George D. Stoddard of the University of Iowa, who has been engaged in a scientific study of the learning which takes place in the first seven years of a child's life, asks, "What evidence do we have that four college years for the average child is more valuable to him than four years of special education as a pre-school child?"

I cannot believe that the boards of education and school authorities responsible for such action have studied sufficiently the outcome of such conditions. Surely they have not weighed the values, or willingly subjected the most helpless of all the children in their care to these unjust decisions. Nor do I believe that the teaching body as a whole is willingly fighting for unreduced salaries at the cost of curtailing service to all children, especially the youngest members of the educational family. We are told that the best teachers in our schools not only realize that they, too, must suffer financially as other professions have, but that they are ready and eager to make any just sacrifice for the children in their care.

Who then can best alter or influence these unjust and disastrous conditions? Teachers? A thousand times, no! Parents must meet this challenge and demand justice for the youngest. When parents protest, boards of education and school authorities *must* listen. For this reason a heavy responsibility falls upon the shoulders of parents for conditions in their own public schools.

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